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ABSTRACT

This document contains one of twenty-two curriculum units developed by the Mountain-Plains Career Education Model IV, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. A part of the family core curriculum, this unit on home management includes instruction in nutrition, health, grooming and impressions, clothing and dress, and home care. A course guide precedes the individual instructional units and provides the following information: a description of the course, rationale, prerequisites, objectives resources, general instructions, components, evaluation procedures, follow-through instructions, and a course pretest with answer key. The course posttest is included at the end of all the instructional units. Each instructional unit also includes a pretest and posttest. In addition, the units provide overviews, performance activities, information sheets, and study guides. An orientation guide for the instructor (CE 014 652) and a teaching guide (CE 014 648) are also available. (Additional Mountain-Plains curriculum materials, including the other twenty-one curriculum units, are available for on-site inspection at the Research Library at the National Center for Research in Vocational Education at Ohio State University). (BM)

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A REGIONAL PROGRAM IN
COMPREHENSIVE FAMILY EDUCATION

ED150364

MOUNTAIN-PLAINS CURRICULUM PACKAGE

HOME MANAGEMENT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 647

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MOUNTAIN-PLAINS EDUCATION ECONOMIC DEVELOPMENT PROGRAM INC.

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Mountain-Plains Education &
Economic Development
Program, Inc.

Glasgow AFB, Montana 59231

Learning Experience Guide

CURRICULUM AREA: HOME MANAGEMENT,
FAMILY CORE CURRICULUM

DESCRIPTION:

The Home Management program includes those learning activities that will provide information and procedures which will help the student use effective practices in nutrition, grooming and clothing, and home care.

RATIONALE:

Improved utilization of home and personal resources results in individuals who are healthy, attractive and organized. This in turn aids in improving their employability.

PREREQUISITES:

None

OBJECTIVES:

Identify and understand practices which show appropriate use of nutritional resources, personal and professional grooming, and such home resources as living space, time, and conditions.

RESOURCES:

A resource list is attached. This list indicates books, films, etc., believed necessary to completing the Home Management program.

GENERAL INSTRUCTIONS:

The Home Management program is made up of curriculum components from one course. The course and each unit of the curriculum has a Learning Experience Guide (LEG) that gives directions about completing that component.

Principal Author(s): L. Leland

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Before beginning any part of the program, a pretest is taken. This pretest covers concepts used in the complete program and is used to determine which skills and knowledges the student has at present and which need to be learned.

After the pretest is completed and scored, a plan may be made that identifies the parts of the program one needs to successfully achieve the goal for the Home Management student. The plan may also give the order in which the program parts are to be completed.

This program plan basically involves identifying the successfully completed or prevalidated units on the Student Progress Record (SPR). The student then has a record that specifically states what is completed and what remains to be accomplished in the Home Management program.

The general procedure for the Home Management program is as follows:

1. Read the curriculum area LEG for this program.
2. Take the Home Management pretests.
3. Begin and complete the Home Management course. [The course LEG describes the procedure for accomplishing the course. The SPR indicates the units and Learning Activity Packages (LAPs) the student is to complete in the course.]
4. Take the Home Management post test.

CURRICULUM COMPONENTS:

The curriculum components (course, units and LAPs) for the Home Management program are listed on the attached SPR.

EVALUATION PROCEDURE:

Evaluation is by pre and post testing using a multiple-choice type of test.

The test is used as a pretest to determine which units, if any, the student may be able to validate. The student is considered validated for a particular unit if 4 out of 5 items are correcly answered for each LAP part on the pretest.

The test will also be taken by the student as a post test to determine any changes resulting from taking all or part of the program.

FOLLOW-THROUGH:

After reading this guide, take the Home Management pretests.

RESOURCE LIST BY COURSE FOR

CURRICULUM AREA 63: HOME MANAGEMENT

Home Management 63.01

Printed Materials

1. A Guide to Good Eating. National Dairy Council, Chicago, Illinois.
2. Vitamins and Minerals in the Growing Years (Chart). Vitamin Information Bureau, Inc., New York.
3. Vitamins and Minerals in Your Body (Chart). Vitamin Information Bureau, Inc., New York.

Audio/Visuals

1. Color Display (to be made by instructor).
2. Display of Fabric Textures and Patterns (to be made by instructor).

35 mm Filmstrips:

3. Food Needs of Children. Child Care and Development, Set 1, McGraw-Hill Films.
4. Vitamins and You. National Dairy Council, Chicago, Illinois.

Equipment

1. Materials for making a color and fabric display.
2. Projector, 35 mm filmstrip.

8/20/75

STUDENT PROGRESS RECORD

Page 1 of 1
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Name ______________________ Number __________
Curriculum Area 63 HOME MANAGEMENT
FAMILY CORE CURRICULUM

Entry Date __________
Pretest Date __________
Post Test Date __________

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.01	Home Management						
	Pretest Score Post Test Score						
.01	Understanding Nutrition						
	Pretest Post Test Perf. Test						
.01	You Are What You Eat						
.02	Feeding Your Body						
.03	Vitamins and Minerals						
.04	The Carbohydrate Conspiracy						
.02	Nutrition and Your Health						
	Pretest Post Test Perf. Test						
.01	Breaking the Cycle of Malnutrition						
.02	Vitamin and Mineral Deficiencies						
.03	Diet and Disease						
.03	Grooming and Impressions						
	Pretest Post Test Perf. Test						
.01	As Others See You						
.02	Personal Grooming						
.03	Interviewing For A Job						
.04	Clothing and Dress						
	Pretest Post Test Perf. Test						
.01	Establishing Your Style of Dress						
.02	Making the Most of Your Wardrobe						
.03	The Principles of Dress						
.05	Home Care and Utilization						
	Pretest Post Test Perf. Test						
.01	Creating Your Own Environment						
.02	Organizing Your Home Life						
.03	Cleanup and Maintenance						

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Mountain-Plains Education &
Economic Development
Program, Inc.
Glasgow AFB, Montana 59231

Learning Experience Guide

COURSE: HOME MANAGEMENT

DESCRIPTION:

This course covers information which will help the student utilize effective practices in nutrition, grooming and clothing, and home care.

RATIONALE:

Improved utilization of home and personal resources results in individuals who are healthy, attractive and organized. This in turn aids in improving their employability.

PREREQUISITES:

None

OBJECTIVES:

Identify and understand practices which show appropriate utilization of nutritional resources. Identify and understand practices which show appropriate utilization of personal and professional grooming and clothing techniques. Identify and understand practices which show appropriate utilization of such home resources as living space, living time, and living conditions.

RESOURCES:

A resource list is attached.

Principal Author(s):

GENERAL INSTRUCTIONS:

1. Take home management test.
2. Lood at the SPR to see which LAPs you should take.
3. Read unit LEG to achieve an understanding of what the unit is about.
4. After completing the LAPs in one unit, take the unit test for that unit.
5. Proceed to do next unit, and repeat the process until you have completed the entire course.

UNIT TITLES:

1. Understanding Nutrition
2. Nutrition and Your Health
3. Grooming and Impressions
4. Clothing and Dress
5. Home Care and Utilization

EVALUATION PROCEDURE:

80% accuracy on a multiple-choice course test.

FOLLOW THROUGH:

Proceed to first unit LEG.

RESOURCE LIST

Printed Materials

1. A Guide to Good Eating. National Dairy Council, Chicago, Illinois.
2. Vitamins and Minerals in the Growing Years. (Chart), Vitamin Information Bureau, Inc., New York.
3. Vitamins and Minerals in Your Body. (Chart), Vitamin Information Bureau, Inc., New York.

Audio/Visuals

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35 mm Filmstrips:

3. Food Needs of Children. Child Care and Development, Set 1, McGraw-Hill Films.
4. Vitamins and You. National Dairy Council, Chicago, Illinois.

Equipment

1. Materials for making a color and fabric display.
2. Projector, 35 mm filmstrip.

8/12/75

Student: ______________________ File Code: 63.01.00.00.A2-2

Date: ______________________ Date Published: 8/6/75

Mountain-Plains Education &
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Glasgow AFB, Montana 59231

COURSE PRETEST: HOME MANAGEMENT

63.01.01.01.

1. The process by which the foods you eat are changed into the materials and activities of your very own body is called:

   a. osmosis.
   b. digestion.
   c. transformation.
   d. nutrition.

2. Which of the following should be consumed in roughly the same proportion that it exists in your body?

   a. protein.
   b. carbohydrate.
   c. mineral matter.
   d. water.

3. Nutrients should always be consumed according to:

   a. The proportions which exist in your body.
   b. the amounts which your body uses.
   c. the natural hunger of your body.
   d. the individual tastes of your body.

4. Which of the following statements concerning nutritional deficiencies is most correct?

   a. poor digestion is always caused by poor nutrition.
   b. many Americans can expect to die directly from malnutrition.
   c. a poor diet seldom leads to premature aging.
   d. what you don't eat can really harm you.

5. Which of the following list contains both nutrients and food sources?

   a. fat, minerals, and vitamins.
   b. protein, peanuts, and chicken.
   c. soybeans, peanuts, and steak.
   d. salad oil, vinegar, and water.

63.01.01.02.

6. Some good sources of incomplete protein are:

   a. apples, fish and oranges.
   b. beef, peanuts and milk.
   c. dry beans, cereal and bread.
   d. celery, lettuce and carrots.

7. Which is the only nutrient whose primary function is the building and repair of body cells?

   a. calcium.
   b. fat.
   c. carbohydrate.
   d. protein.

8. How does water aid digestion?

   a. it washes the bacteria out of the stomach.
   b. it washes the food down to the stomach.
   c. it fills the stomach so that the food is digested in smaller portions.
   d. it helps the foods dissolve in the stomach.

9. The type of nutritional teamwork which affects the body's use of calcium is called:

   a. metabolic teamwork.
   b. gastro-intestinal teamwork.
   c. completion teamwork.
   d. absorption teamwork.

10. A food which helps maintain healthy eyes and skin is:

   a. whole-wheat bread.
   b. green beans.
   c. apples.
   d. carrots.

63.01.01.03.

11. The main difference between vitamins and minerals is that:

    a. vitamins are chemical substances while minerals are not.
    b. vitamins are needed in larger amounts than are minerals.
    c. minerals are used as regulators while vitamins are not.
    d. minerals are used for building parts of the body while vitamins are not.

12. The way in which vitamins and minerals regulate body processes is that:

    a. they determine the amounts of other nutrients which are needed by the body.
    b. they control the water level in the stomach thereby controlling absorption.
    c. they help certain chemical reactions take place in the body.
    d. they substitute for other chemicals in the body.

13. Vitamin A is needed by the body:

    a. for building healthy bones and teeth.
    b. to maintain a healthy nervous system.
    c. to help use food energy.
    d. for good eyesight

14. The nutrient which helps make healthy blood which can carry oxygen is:

    a. Vitamin C
    b. phosphorus
    c. B-complex Vitamins
    d. iron.

15. Because cells of the bones and teeth are constantly being replaced, adults as well as children need which nutrient?

    a. iron.
    b. riboflavin.
    c. Vitamin A.
    d. calcium.

63.01.01.04.

16. The energy used by the body is measured in:

    a. percentages.
    b. kilowatts.
    c. pounds.
    d. calories.

63.01.01.04. (continued)

17. When more calories are taken in than are needed for body activities:

    a. the person will lose weight.
    b. the person will gain weight.
    c. energy will be taken from the body's reserves.
    d. the person will become more active and alert.

18. The only way for a person to lose weight is:

    a. to eat less than your body uses.
    b. to take in more calories than your body uses.
    c. to use diet pills prescribed by a doctor.
    d. to eat the right kinds of diet foods.

19. One pound of body fat is equal to how many calories?

    a. 3500
    b. 2500
    c. 2000
    d. 1000

20. To maintain a constant weight the number of calories taken in must equal:

    a. the number of carbohydrates contained in the food.
    b. the number of calories required by the basal metabolic rate.
    c. the number of calories used in the form of energy
    d. the amount of energy stored by the body.

63.01.02.01.

21. Nutritional demands on the pregnant woman are:

    a. decreased during pregnancy.
    b. increased during pregnancy.
    c. the same as a non-pregnant woman.
    d. not affected by pregnancy.

22. Nutrition for pregnancy:

    a. begins before conception.
    b. begins just before birth.
    c. is not an important factor.
    d. is the same as that for a non-pregnant woman.

63.01.02.01. (continued)

23. What nutrient should be included at breakfast to provide lasting energy?

    a. sugar.
    b. fats.
    c. vitamins.
    d. proteins.

24. Some of the more important nutrients in the diet of the pregnant woman are:

    a. fats and carbohydrates.
    b. protein, calcium and phosphorus, iron and vitamins.
    c. zinc and mineral oils.
    d. pickels and ice cream.

25. Wisely planned meals include:

    a. only the foods you like.
    b. one food group per meal.
    c. a variety of foods from each of the basic food groups.
    d. all the cheapest foods you can find.

63.01.02.02.

26. What vitamin deficiency can cause night blindness?

    a. Riboflavin.
    b. Vitamin A.
    c. Vitamin D.
    d. Vitamin B-12.

27. Scurvy is a disease associated with what vitamin deficiency?

    a. Folic acid.
    b. iron.
    c. Vitamin C.
    d. Vitamin D.

28. What substance can help combat tooth decay?

    a. iron.
    b. iodine.
    c. carbohydrates.
    d. fluorine.

29. A person's dietary needs can best be met by:

    a. becoming a vegetarian.
    b. taking nutritional supplements.
    c. eating a well-balanced diet.
    d. fasting.

63.01.02.02. (continued)

30. Where is fluorine usually obtained?

    a. in most drinking water.
    b. carrots.
    c. green vegetables.
    d. bread.

63.01.02.03.

31. Atherosclerosis is a disease affecting:

    a. digestion.
    b. the eyes.
    c. the blood vessels.
    d. the skin.

32. A high level of cholesterol in the blood is potentially dangerous because:

    a. the excess can be deposited in the walls of the blood vessels.
    b. cholesterol is not normally found in the body.
    c. it is a poison contained in many plants.
    d. excess cholesterol can cause cancer.

33. Individuals with atherosclerosis have a greater chance of contracting:

    a. urinary tract infections.
    b. heart disease.
    c. liver disorders.
    d. kidney damage.

34. To lose weight a person should:

    a. keep the diet essentially the same but decrease physical activity.
    b. decrease essential nutrients but increase the amount of calories taken in.
    c. decrease calories but still eat an adequate amount of essential nutrients.
    d. increase both calories and physical exercise so calorie intake and calorie expenditure are balanced.

35. Which is the best and safest way to lose weight?

    a. short term crash diets.
    b. eating less calories on a well balanced diet.
    c. fad diets.
    d. diet pills.

63.01.03.01.

36. How do we usually communicate who we are to other people?

  a. through the signals we send.
  b. by means of our relatives and friends.
  c. through daily meetings and conferences.
  d. by means of our own powers of thought.

37. It is true to say that the signals you send are yours, but:

  a. so is their interpretation.
  b. their interpretation is not.
  c. no one else can interpret them.
  d. they do not mean much of anything.

38. What is the main reason that some people make a good impression on everyone they meet?

  a. they express their individuality through unique clothes and accessories.
  b. they make themselves attractive to other people.
  c. they are more religious than most other people.
  d. they see themselves as they would like to be seen by others.

39. Which of the following is most likely to determine how another person will interpret your general appearance?

  a. the time he has spent in school.
  b. the way his mind works.
  c. the plans he has for the future.
  d. his past experience.

40. An employer is most concerned about the impression you will make on:

  a. his employees,
  b. himself.
  c. his employers.
  d. his customers.

63.01.03.02.

41. The American employer seeks to hire attractive people mostly because:

  a. they are more likely to be honest and dependable than unattractive people.
  b. they are easier to train than unattractive people.
  c. these are the people his customers appreciate.
  d. they have the ability to make customers uneasy and, therefore, more prone to buying.

63.01.03.02. (continued)

42. Why do employers generally feel that it is fair to hire and promote attractive people over unattractive people?

  a. because attractive people are more likely to stay in one job for a long time.
  b. because these people tend to work harder than unattractive people.
  c. because attractive people are usually more gifted intellectually.
  d. because these are the people who can get the job done best.

43. Attractiveness is within everyone's grasp, because everyone:

  a. has the right to be beautiful.
  b. can be beautiful.
  c. is made of the same substances.
  d. can develop a pleasing appearance.

44. The elements of attractiveness are cleanliness, neatness, odorlessness, and:

  a. appropriateness.
  b. disproportionateness.
  c. beautifulness.
  d. color quality.

45. What is the key to creating your own unique attractiveness by imitating others?

  a. imitate only a very few people.
  b. imitate selectively and adapt what you imitate.
  c. imitate everything from one ideal person.
  d. change your imitations as often as you can.

63.01.03.03.

46. The impressions which you make at the time of your job interview are so important, because they determine:

  a. how much effort you will be able to give to your new job.
  b. how you are likely to get along with your fellow employees.
  c. whether or not you will get the job.
  d. whether or not you will have the skills necessary for the job.

47. If you are not going to make an appointment, when is usually the best time to drop by a place of business to ask about any job openings?

  a. about mid-morning.
  b. during the lunch hour.
  c. first thing in the morning.
  d. right at quitting time.

63.01.03.03. (continued)

48. In order to determine when would be the best time to drop by and what would be an appropriate type of dress for your job interview, you should probably:

    a. call up and ask.
    b. scout the place of business.
    c. just go as you are and take a chance.
    d. contact the Better Business Bureau.

49. When being interviewed for a job, it is best to show an attitude which demonstrates confidence in your abilities but also:

    a. a determination to change things.
    b. a determination to do things your way.
    c. a certain unsureness and timidity.
    d. a willingness to learn new things and to adapt to new situations.

50. At the conclusion of your interview, you should be sure to express your interest in the job and:

    a. the fact that you are undoubtedly the best choice.
    b. your fear that you won't get it.
    c. the fact that you really need this job.
    d. to leave some way for the interviewer to contact you.

63.01.04.01.

51. You should ask about the dress code for a particular job during the job interview because:

    a. dress styles are changing so rapidly it is difficult to keep up.
    b. dress standards vary from employer to employer.
    c. there is no way to know what types of clothes are generally appropriate for different occupations.
    d. dress standards are a major indication of ability to do a job.

52. Plagiarism is:

    a. frowned on with regard to creative clothing.
    b. developing ideas for use by other people.
    c. a trait found in most original authors or designers.
    d. copying someone else's ideas and using them as your own.

63.01.04.01. (continued)

53. Your entire clothing appearance make:
    - a. impressions on all the people around you.
    - b. your personality.
    - c. the signals you receive.
    - d. the man or woman that you are.

54. The major consideration for determining appropriate dress is:
    - a. the type of career you go into.
    - b. what other people will think.
    - c. the occasion.
    - d. the expensiveness of the outfit.

55. Being well-dressed means:
    - a. that your style of dress expresses your personality.
    - b. that you must have an expensive, coordinated wardrobe.
    - c. that you express your style of dress according to the situation you are in.
    - d. you always dress the best that you can.

63.01.04.02.

56. Which factor is most important in prolonging the useful life of the garment?
    - a. following the instructions for proper care of the garment.
    - b. wearing the garment as little as possible so you don't wear it out.
    - c. always washing clothes by hand.
    - d. wearing the garment many times between washings because washing causes them to wear out sooner.

57. It makes good dollar sense to buy:
    - a. faddish styles so that you can keep up with the current fashion.
    - b. conservative styles that will stay in fashion.
    - c. unique styles that express your non-conformist attitude.
    - d. styles that are out-dated to show that you are not "sucked under" by fads.

58. Wise wardrobe buying is:
    - a. impulsive.
    - b. planned and budgeted for.
    - c. expensive.
    - d. planned according to personal tastes.

63.01.04.02. (continued)

59. The best buys when adding to your wardrobe are always:

   a. quality clothes at reasonable prices.
   b. sale items.
   c. expensive brand-name clothes.
   d. "hand-me-downs."

60. You can use accessories to stretch your wardrobe by:

   a. detracting interest from the garment.
   b. using different sets of accessories to change the look of a basic garment.
   c. making the outfit more durable.
   d. helping you to avoid impulse buying.

63.01.04.03.

61. Clothing design can create optical illusions which:

   a. have little effect on the way you look.
   b. hide figure flaws while highlighting good body features.
   c. are noticeable only from a distance.
   d. require professional understanding to interpret.

62. The first step in selecting clothes that will look good on you is to:

   a. determine your figure type, your good body features, and your figure problems.
   b. inventory your present wardrobe to see what styles you usually wear.
   c. observe what is in fashion for the current season.
   d. experiment with colors to see which are becoming to you.

63. A person that is medium height and weight is able to wear styles:

   a. that consist mainly of vertical lines.
   b. that consist mainly of horizontal lines.
   c. with both horizontal and vertical lines.
   d. without having to consider elements of design.

64. Horizontal lines in clothing:

   a. create up and down movement.
   b. give an impression of added width.
   c. make the figure look taller.
   d. are less common that vertical lines.

65. An example of vertical lines that add more width than height is:

   a. a double-breasted jacket.
   b. a long necklace.
   c. a wide belt.
   d. buttons up the front of a shirt.

63.01.05.01.

66. Environment refers to:

    a. the way our homes are arranged.
    b. some of the things around us.
    c. our total surroundings.
    d. the condition of the atmosphere.

67. How does the quality of the home life affect employability?

    a. an organized home life is a source of strength for the family.
    b. a good home life prevents delinquency.
    c. your home life may be investigated by your employer.
    d. your home life is a sign of maturity and responsibility.

68. The way you arrange your living space is a major indication of:

    a. previous arrangements which were dissatisfactory.
    b. the amount of money available for furnishings.
    c. traditional living styles.
    d. what activities are important to you.

69. A certain amount of space can be used to best advantage if:

    a. it has lots of storage area.
    b. it has one established purpose.
    c. it has more than one purpose.
    d. it can be expensively decorated.

70. To encourage more of a particular activity you should:

    a. schedule the activity carefully.
    b. rearrange your furniture.
    c. arrange the surroundings so that the activity is encouraged.
    d. ask others to remind you of the activity.

63.01.05.02.

71. A family plan or routine is needed so that:

    a. the family will be centered around the home.
    b. you can be secure following it.
    c. family members will know what to expect from each other.
    d. the children can be managed.

63.01.05.02. (continued)

72. A master plan works best when developed by:

 a. the head of the household, assigning members certain jobs to do.
 b. all of the family members having a say as to jobs and family routine.
 c. drawing names from a hat to decide who should do what.
 d. the homemaker, who has a better idea of what jobs need to be done.

73. An important consideration when setting up a work plan is:

 a. how you will spend your leisure time.
 b. exercise levels.
 c. short, frequent rest-stops.
 d. doing the things you like to do first.

74. Being time and motion conscious means:

 a. timing your motion to try to speed up the work.
 b. streamlining your work to save time and energy.
 c. lifting, stretching, stooping and bending.
 d. doing every job thoroughly, taking the most time you need.

75. In developing a family plan it is necessary to:

 a. adjust to each member's total desires.
 b. know how often the plan will need to be adjusted.
 c. know what things each person needs to get done and what times are most convenient.
 d. consult help outside the family.

63.01.05.03.

76. Why is it in your own best interests to maintain a clean and healthy home.

 a. taking pride in your accomplishments is the main benefit of a clean and healthy home.
 b. it is necessary to impress the neighbors or a boss.
 c. sickness, accidents and depreciation are the costly results of dirt and deterioration.
 d. all effects of depreciation can be reversed by careful cleaning and maintenance.

63.01.05.03. (continued)

77. Depreciation is:

   a. the increase in sale value due to careful maintenance and repair.
   b. usually undetectable due to inflation.
   c. a result of wasting too much time doing unrewarding tasks.
   d. the difference between the price you paid for an item and the amount that you could sell the item for.

78. A major cause of sickness and disease due to germs is:

   a. vast use of chemicals and medicines.
   b. babies putting things into their mouths.
   c. depreciation of possessions.
   d. unkept pets.

79. Improper care of possessions is costly because:

   a. depreciation results from inflation.
   b. major appliances must be replaced every year.
   c. deterioration caused decreased value.
   d. most consumers are careless of their possessions.

80. The necessity for occasional, gigantic efforts at good home management can be eliminated if:

   a. you have had alot of housekeeping experience.
   b. constant small measures are taken.
   c. you plan to do major chores after lengthy rest stops.
   d. available storage is adequately used.

COURSE PRETEST ANSWER KEY: HOME MANAGEMENT

Occupational Area: ________________

File Code: 63.01.00.00.A2-2

Name: ________________

ANSWERS

UNIT 01 LAP 01	1.	D
	2.	A
	3.	B
	4.	D
	5.	B
LAP 02	6.	C
	7.	D
	8.	D
	9.	D
	10.	D
LAP 03	11.	D
	12.	C
	13.	D
	14.	D
	15.	D
LAP 04	16.	D
	17.	B
	18.	A
	19.	A
	20.	C
UNIT 02 LAP 01	21.	B
	22.	A
	23.	D
	24.	B
	25.	C
LAP 02	26.	B
	27.	C
	28.	D
	29.	C
	30.	A
LAP 03	31.	C
	32.	A
	33.	B
	34.	C
	35.	B
UNIT 03 LAP 01	36.	A
	37.	B
	38.	B
	39.	D
	40.	D
LAP 02	41.	C
	42.	D
	43.	D
	44.	A
	45.	B
LAP 03	46.	C
	47.	A
	48.	B
	49.	D
	50.	D
UNIT 04 LAP 01	51.	B
	52.	D
	53.	A
	54.	C
	55.	C
LAP 02	56.	A
	57.	B
	58.	B
	59.	A
	60.	B

COURSE PRETEST ANSWER KEY: HOME MANAGEMENT

Occupational Area: ________________
File Code: 63.01.00.00.A2-2
Name: ________________

ANSWERS

UNIT 04 LAP 03	61.	B
	62.	A
	63.	C
	64.	B
	65.	A
UNIT 05 LAP 01	66.	C
	67.	A
	68.	D
	69.	C
	70.	C
LAP 02	71.	C
	72.	B
	73.	C
	74.	B
	75.	C
LAP 03	76.	C
	77.	D
	78.	D
	79.	C
	80.	B

File Code: 63.01.01.00 A2- 1 FCC

Date Published: 10-29-74

Mountain-Plains Education &
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Program, Inc.

Glasgow AFB, Montana 59231

Learning Experience Guide

UNIT: UNDERSTANDING NUTRITION

RATIONALE:

The knowledge of various nutritional relationships, functions, processes, and effects of food on the body enhances the ability to select and use proper foods for good nutrition.

PREREQUISITES:

None

OBJECTIVES:

Understand and recognize the relationships, functions, processes and effects of food on the body and their relationship to health and weight control.

RESOURCES:

Instructor prepared LAPs.
Multiple-choice test and keys.

Information Sheet: "A Guide to Good Eating"
National Dairy Council
111 North Canal Street
Chicago, Illinois 60606
Filmstrip: "Vitamins and You"
Chart: "Vitamins and Minerals in Your Body"
Vitamin Information Bureau, Inc.
383 Madison Avenue, Department FC
New York, New York 10017
Study Guide: "Vitamins and Minerals"

GENERAL INSTRUCTIONS:

1. Check your SPR and complete those LAPs which you did not prevalidate.
2. After completion of required LAPs, take the unit test.

Principal Author(s):

3. If test is completed with 80% accuracy, go on to the next unit indicated by your SPR.
4. If test is completed with less than 80% accuracy, find and reread sections of LAPs which present the information regarding those which you got wrong.
5. Repeat this process until you are able to complete the unit test with 80% accuracy.

PERFORMANCE OBJECTIVES:

1. You Are What You Eat
2. Feeding Your Body
3. Vitamins and Minerals
4. The Carbohydrate Conspiracy

EVALUATION PROCEDURE:

80% accuracy on a multiple-choice unit test.

FOLLOW THROUGH:

Proceed to do first LAP.

Student: ______________________ File Code: 63.01.01.00.A2-2

Date: ______________________ Date Published: 11-14-74

Mountain-Plains Education &
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UNIT PRETEST: UNDERSTANDING NUTRITION

63.01.01.01.

1. Which of the following makes up the largest proportion of the body?
   - A. protein
   - B. water
   - C. fat
   - D. mineral

2. Which of the following is most often linked to poor nutrition?
   - A. phlebitis of the lower leg
   - B. low resistance to sickness and disease
   - C. soreness of the lower coccyx
   - D. resistance to certain strains of penicillin

3. Which of the following exist in the body in about the same proportions?
   - A. vitamins and minerals
   - B. protein and fat
   - C. carbohydrate and fat
   - D. water and carbohydrate

4. What is the primary function of carbohydrate in your body?
   - A. helps carry out various activities between cells
   - B. provides the body with energy
   - C. helps form the hard materials of the body
   - D. provides the body with insulation and protection

5. The best reason that you should eat a varied and proportioned diet is because:
   - A. good nutrition requires equal portions of all types of food.
   - B. your tastes cannot be held responsible for your eating habits.
   - C. your body is made up of varied and proportioned substances.
   - D. everyone gets tired of the same foods.

63.01.01.02.

6. The term "nutritional teamwork" best describes:

   A. the action between various parts of the digestive system.
   B. the relationship between various hydrocarbons.
   C. the ways in which the body develops energy.
   D. the ways in which nutrients help each other.

7. Including less compact foods with more compact foods makes a meal more varied in density and therefore:

   A. easier to digest.
   B. harder to digest.
   C. less bulky.
   D. nutritionally out-of-balance.

8. Beef, peanuts, fish and milk all contain which type of protein?

   A. incomplete protein
   B. complete protein
   C. variable protein
   D. partial protein

9. Incomplete proteins are completed by:

   A. no other nutrients.
   B. carbohydrates.
   C. matching proteins.
   D. complete proteins.

10. Which of the following nutrients do both soda pop and beer contribute to the body?

    A. fat
    B. protein
    C. carbohydrates
    D. Vitamin D

63.01.01.03.

11. For people who live in the Mountain and Plains states the most readily available source of iodine is:

    A. iodine tablets.
    B. seafoods.
    C. iodized salt.
    D. sea salt.

12. Whole grain and enriched breads and cereals are less expensive sources of:

    A. calcium.
    B. B-Vitamins and iron.
    C. Vitamin C.
    D. Vitamin D.

13. Vitamins and minerals are needed in balanced amounts because:

    A. getting unbalanced amounts of these nutrients eliminates them from the body.
    B. getting too much of one of these nutrients causes others to be destroyed.
    C. being balanced means that all of the nutrients are needed in exactly the same amounts.
    D. getting more than you need of one of these nutrients may increase the body's need for others.

14. Because the body uses it rapidly, a good source of which nutrient should be eaten everyday?

    A. Vitamin C
    B. calcium
    C. Vitamin A
    D. iron

15. Getting poisonous amounts of a particular vitamin or mineral usually results from:

    A. taking high potency vitamin pills.
    B. eating too much food which is high in that vitamin or mineral.
    C. creating an imbalance by taking in too much of a different vitamin or mineral.
    D. eating foods which are enriched with that vitamin or mineral.

63.01:01.04.

16. Overeating is triggered by:

    A. appetite.
    B. hunger.
    C. the body's need for food.
    D. aptitude.

17. The use of blocking activities in certain situations will:

    A. decrease the likelihood that you will eat in that situation.
    B. stimulate hunger and keeps you from losing weight.
    C. make it harder to concentrate on your diet.
    D. prevent the further loss of weight.

18. Which one of the following nutrients is most readily stored as body fat?

    A. fat
    B. carbohydrate
    C. protein
    D. water

19. The first step in starting a weight control program should be:

    A. to stock up on low calorie foods.
    B. to develop a weekly exercise plan.
    C. to see a doctor for a thorough physical examination.
    D. to plan a weight control diet that you can stick with.

20. Body fat is destoyed only when:

    A. you are having nightmares.
    B. your temperature rises above 100 degrees.
    C. you sit in a sauna for more than 2 hours.
    D. your body runs out of new food.

63.01.01.00.A2-2

UNIT PRETEST ANSWER KEY: UNDERSTANDING NUTRITION

LAP 01	1.	B
	2.	B
	3.	B
	4.	B
	5.	C
LAP 02	6.	D
	7.	A
	8.	B
	9.	D
	10.	C
LAP 03	11.	C
	12.	B
	13.	D
	14.	A
	15.	A
LAP 03	16.	A
	17.	A
	18.	B
	19.	C
	20.	D

Mountain-Plains Education &
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Glasgow AFB, Montana 59231

File Code: 63.01.01.01 A2-0 FCC

Date Published: 9-20-74

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: You Are What You Eat

OBJECTIVE:

Identify and understand the basic concepts, functions and processes of nutrition.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "You Are What You Eat."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "You Are What You Eat."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

YOU ARE WHAT YOU EAT

That's the Truth. In a very real sense, you are what you eat. Your mood, your muscles, your activity and your health are all determined in part by the foods that you eat. But even more dramatically, that sizzling steak which you ate two nights ago has since been changed into the various materials and activities of your body. This change took place by means of the complex process called nutrition. By means of nutrition, the cells of the food you ate have since become the cell materials and activities of your very own body.

The cells of the steak that you ate were first broken down and dissolved into a liquid. This liquid traveled from the stomach and was then passed along the walls of your digestive tract or pathway. Here, particular nutritional particles were absorbed from the liquid into the bloodstream and then passed about the body to needy cells. No doubt some of your cells needed certain nutritional particles to build cell replacements for themselves, while other cells needed certain nutritional particles to repair their damages or to keep themselves working properly. In any case, all of the various types of nutritional particles which were taken from the cells of your steak were passed on into the various cells of your body, where they were then used for building materials and energy.

Nutrition keeps you going. Through nutrition the body carries out the life processes of cell birth, growth, maintenance and repair. Life itself may be described as a continuous process of cell birth and death, growth and deterioration. Each day within your body, some of your cells are coming into being, some are growing, some are thriving, some are deteriorating and some are dying. As a matter of fact, within a period of seven years, every cell in your body will have gone through this entire process from birth to death and will have been replaced at least once.

Just as the processes of life are continuous and unending, so too must be the processes of nutrition. If it were not so, the positive processes of cell birth and growth would soon be overcome by the negative processes of cell deterioration and death, and you would soon grow sick and eventually die. Good nutrition, however, sees to it that the positive processes win out by making sure that each cell of your body gets what it needs when it needs it. This itself is quite a tall order, because these needs may differ from time to time and from cell to cell, but they never call a time-out. Therefore, it is your job to make sure that your body is fed properly each and every day so that each of your cells will get what it needs when it needs it.

A game of proportions. Because your body is made up of various substances, you therefore need foods made up of various substances. This is the game of proportions:

---to discover and eat foods in the amount or proportions which they are needed by the body

Your body itself is made up of various substances which are found in various amounts. These amounts or proportions are as follows:

1. water equals about 2/3 of your body weight
2. protein equals about 1/5 of your body weight
3. fat equals about 1/5 of your body weight
4. mineral matter equals about 1/25 of your body weight
5. carbohydrate equals only about 1 pound of your body weight

Your body uses up more of some substances than others, and for this reason you would not want to eat foods which contain these substances in exactly the same proportions as they are found in your body. Carbohydrate, for example, makes up a very small proportion of your total body weight, but it is required by the body in rather large amounts for energy. You do, therefore, need a variety of foods which contain those substances that your body uses in the amounts that your body uses them. Accordingly, the average American male engaged in light activity would require foods containing carbohydrate, protein and fat in the following proportions.

1. Carbohydrate -- about 3/5 of total diet by weight
2. Protein -- about 1/5 of total diet by weight
3. Fat -- about 1/5 of total diet by weight

In addition to protein, carbohydrate and fat, your body also needs vitamins and minerals. However, the body requires such small though important amounts of these substances that they do not make up a large enough percentage of the total diet by weight for us to include them in the percentages listed above.

The nutrients themselves. So far we have discussed the fact that you are what you eat and that nutrition is the process by which your food is changed into the building materials and activities of your body. Now lets take a closer look at the foods which form the basis of nutrition. These foods are called nutrients.

What is a nutrient?

---a nutrient is any food which promotes growth and development in the body

What are the five basic nutrients?

1. Carbohydrate
2. Protein
3. Fat
4. Vitamins
5. Minerals

How do these nutrients differ?

---they differ according to their material make up and according to the job which they perform

What do the various nutrients do?

1. Carbohydrate--provides the body with energy
2. Protein--helps the body repair and maintain body tissue
3. Fat--provides the body with insulation and protection as well as with energy
4. Vitamins--help the body to carry out various activities between cells
5. Minerals--help form the hard materials of the body such as bones and teeth and also help the body carry out various activities between cells

If protein, fats and the like are called nutrients, what would steak, carrots and oranges be called?

---These would be called food sources. Both steak and protein are called foods, but steak is a food source of protein whereas protein is a food nutrient

Deficiencies take their toll. If you are what you eat, as has already been pointed out, then what you don't eat can really harm you. In other words, nutritional deficiencies always take their toll. Even when you do not suspect that poor nutrition is the basis for your particular problems, it often is. Here are some of the problems which may be caused in whole or in part by poor nutrition.

poor posture
tiredness
nervousness
headaches
irregularity
poor digestion
poor eyesight
low resistence to sickness and disease

Although few Americans can expect to die directly from malnutrition, a poor diet does lead to poor health and eventually to premature aging. The following signs of premature or early aging may be linked to various nutritional deficiencies.

early wrinkling of the skin
early reduction of sight or hearing
early weakening of bones or teeth
early weakening of muscles -- including the heart

All of these signs point to a shorter and more restricted life. You should remember, therefore, that the eating habits which you establish today will not only affect your present health and happiness but your future health and happiness as well.

Student: ____________________ File Code: 63.01.01.01.A2-2

Date: ____________________ Date Published: 11-14-74

Mountain-Plains Education &
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LAP TEST: YOU ARE WHAT YOU EAT

1. What does it mean when it is said that you are what you eat?

   A. that whatever you eat you will become
   B. that your lifestyle is determined by your eating habits
   C. that food expresses your personality
   D. that your body is built from the foods which you eat

2. A nutrient may be defined as:

   A. any substance produced by the body during times of stress.
   B. any food which promotes growth and development in the body.
   C. anything which is chewed, swallowed and digested by the body.
   D. any chemical which can be found in the body.

3. Why is it important to feed your body properly each and every day?

   A. because nutrients grow stale after a short period of time
   B. because the body cannot absorb nutrients
   C. because your nutritional needs never call a timeout
   D. because nutrients are stored in the stomach

4. Every cell in the human body is replaced at least once within a period of:

   A. seventy years.
   B. seven years.
   C. thirty-seven years
   D. twenty years

5. Which of the following should be consumed in roughly the same proportion that exists in your body?

   A. protein
   B. carbohydrate
   C. mineral matter
   D. water

6. Nutrients should always be consumed according to:

   A. the proportions which exist in your body.
   B. the amounts which your body uses.
   C. the natural hunger of your body.
   D. the individual tastes of your body.

7. Which of the following nutrients provides the body with insulation and protection as well as with energy?

   A. protien
   B. carbohydrate
   C. fat
   D. vitamins

8. Which of the following statements concerning nutritional deficiencies is most correct?

   A. poor digestion is always caused by poor nutrition
   B. many Americans can expect to die directly from malnutrition
   C. a poor diet seldom leads to premature aging.
   D. what you don't eat can really harm you

9. Which of the following makes up the largest proportion of the body?

   A. protein
   B. water
   C. fat
   D. mineral

10. Which of the following exist in the body in about the same proportions?

    A. vitamins and minerals
    B. protein and fat
    C. carbohydrate and fat
    D. water and carbohydrate

LAP TEST ANSWER KEY: YOU ARE WHAT YOU EAT

1. D
2. B
3. C
4. B
5. A
6. B
7. C
8. D
9. B
10. B

Mountain-Plains Education &
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Glasgow AFB, Montana 59231

File Code: 63.01.01.02 A2-0 FCC

Date Published: 9-20-74

Learning Activity Package

Student: ______________________

Date: ______________________

PERFORMANCE ACTIVITY: Feeding Your Body

OBJECTIVE:

Identify and understand concepts, functions and processes of basic nutrients.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

A Guide to Good Eating, National Dairy Council.
Attached: "Feeding Your Body."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Feeding Your Body."
2. Read information sheet titled, "A Guide to Good Eating."
3. Complete multiple-choice test.
4. Correct your own multiple-choice test with key.
5. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
6. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

FEEDING YOUR BODY

Nutrition Takes Teamwork

All together now! Nutrition is like a chain in which all of the necessary nutrients are separate links. Perhaps you've heard the saying, "A chain is only as strong as its weakest link." So when any one of the nutrient links weaken, the whole nutrition chain is weakened. There are lots of ways in which nutrients help each other and thus make the whole chain stronger. This nutritional teamwork may be divided into three types according to how the nutrients help each other:

1. Digestive teamwork
2. Absorption teamwork
3. Completion teamwork

Nutritional teamwork aids digestion. The dinner that you ate last night was digested into nutrients and these nutrients were then absorbed by the body. Let's say that you were lucky enough to have had turkey for dinner. If this were all you ate night after night, it would put a real strain on the digestive system. Meals that contain a variety of foods are not only better because they supply more nutrients, but also because the foods vary in compactness or density. Meats and other high protein foods are quite dense. Compact foods by themselves are hard to digest because the digestive system must work harder in order to break the foods into tiny pieces. Your digestive system would be able to handle that turkey much better if a lettuce salad or some other less compact food were also eaten. These lighter foods are sometimes called bulk foods. Including bulk foods makes the meal more varied in density and therefore easier for your system to digest. Some other examples of bulk foods include:

celery
cabbage
cereal
crackers
bread
raw fruits & vegetables

Drinking a glass of water or other liquid after a meal also aids in digestion. The water helps the foods dissolve in the stomach.

These are just two examples of how nutritional teamwork aids digestion. There are countless other ways in which the foods we eat interact to help each other be broken down so that the body can absorb them.

Nutritional teamwork aids absorption. Nutritional teamwork plays an important part in the body's ability to absorb certain nutrients. Quite often it happens that one nutrient can not be easily absorbed or used by the body without other nutrients being present.

Nearly everyone knows that the calcium in milk is used to build bones and teeth. But did you know that without Vitamin D your body would be able to absorb only a small amount of the calcium you take in? The rest would be lost in the urine.

Perhaps you've noticed in reading the label of a milk carton that Vitamin D is added to milk. Fortifying milk with Vitamin D insures that calcium and Vitamin D will both be available for use by the body at the same time. This way precious calcium will not be wasted just because Vitamin D was not present to help with absorption.

Nutritional teamwork in absorption is very common. Nearly every vitamin and mineral works with another in order to perform its functions.

Nutritional teamwork aids completion. In some cases a nutrient lacks a part or parts so that it can not be used by the body for the job it was intended to do. Another nutrient may be able to supply the missing parts, thus allowing the body to use the nutrients. Combining nutrients so that they complete each other is called completion teamwork. A perfect example of this is seen in the way the body uses protein.

All proteins are made up of a chain of many small parts. Some proteins have all of the parts that the human body needs. These complete proteins come from animal sources like beef, fish, poultry, and pork. Milk and eggs are also complete proteins. Incomplete proteins have one or more of the parts missing. Most proteins from vegetable sources, like dry beans, cereal, bread and nuts, are incomplete proteins. Incomplete proteins can not be used by the body for building and repair unless they are combined with a complete protein. The complete protein shares parts with the incomplete protein, thus allowing both types of protein to be used by the body for building and repair. This may be how some traditional combinations of food got started. Take for instance, pork and beans, cereal with milk, and macaroni and cheese. In each of these cases the incomplete protein from a vegetable source is completed by a protein from an animal source. Now that's teamwork!

Remember that we have discussed only a very few examples of the teamwork that occurs between nutrients as they are being used by the body. Each of the nutrients is helping others to do their jobs. All of the foods we take in are working together to get the most out of what we eat.

Protein Is Where It's At!

It's what we are. Our bodies are largely made up of protein. Our skin, muscles, internal organs, fingernails, hair, brain, and even the base of the bones are made up of protein. Proteins are the chief building and repair materials for the body and are an essential part of every cell. Only when good quality proteins are supplied through the foods we eat can each cell function properly.

> Muscles. -- Muscles contain by far the greatest amount of protein of any other body structures. Look at your own body posture in a mirror. You can roughly judge whether you are getting enough protein by the way you carry yourself. Strong, well-nourished muscles hold the body erect with little or no effort. Muscles that have not received the protein they need tend to lose their strength, and poor posture results. When a mother tells her child to "Stand up straight" she may actually be complaining of her own failure to provide nourishing food.
>
> Hair and Nails -- Hair and nails are constantly growing and being replaced throughout life. Because these cells are built of protein, the condition of the hair and nails is also an indication of whether you are getting the protein you need. Dull, listless hair and weak, splitting nails can nearly always be improved by including more protein in the diet.
>
> Skin -- Even the skin is made up of protein. When the amount of protein for building and repair is adequate, the skin is supple and young-looking. But when there is not enough protein to meet body needs, the skin is quickly affected. Bags and wrinkles appear as the skin loses its strength. These signs of aging are speeded up by neglecting the body's nutritional needs, especially for protein. You grow older on the days your diet is inadequate.

We have been discussing protein mainly as it affects appearance. Now let's look at some ways in which protein affects internal functions of the body.

> Blood Circulation -- Protein intake affects blood circulation and blood pressure. The tubes which carry blood are lined with a thin layer of muscles. When these muscles are strong and healthy they hold the tubes in shape. If these muscles become weak and flabby due to lack of protein, they allow the tubes to expand. This decreases the force of the blood as it flows through the tubes, thus causing low blood pressure. Low blood pressure is dangerous because it decreases the amounts of nutrients which are made available to the cells by the blood. Because cells don't get the nutrients they need, they are unable to do their jobs for the body. As a result of the cells not functioning properly, you will feel tired and low.
>
> Digestion and Elimination -- Low protein intake can also cause digestion and elimination problems. The passageways throughout the digestive system are lined with muscles. These muscles contract and expand to keep the food moving along the passageway. The muscles lining the stomach contract and expand to mix the foods with the liquids in the stomach. If the muscles of the stomach are weak, the food cannot be mixed well and so cannot be easily absorbed by the body. Stomach pains and indigestion may occur. As the food moves out of the stomach and into the intestines, the nutrients that can be absorbed are taken out and sent to the cells of the body. The wastes that are left are pushed through the intestines and eventually eliminated. If the muscles along the walls of the intestines are weak they can not push the food through. Constipation results. Common digestive problems can often be relieved by simply eating more high-protein foods, especially meats.

Every food has its job. Every food has something to contribute to our bodies. Some foods contribute many nutrients, others may contribute only one. Remember then, no food is "bad", although some foods are better, in that they supply more of the nutrients our bodies need.

Below are examples of some common foods and the nutrients which they contribute.

Carrots -- are an excellent source of Vitamin A which is important in maintaining healthy eyes and skin. As with most vegetables, carrots, especially when eaten raw, contribute bulk for digestion and elimination. Carrots supply energy in the form of carbohydrates.

Green Beans -- mainly supply bulk without adding alot of calories. Green beans supply only small amounts of other nutrients.

Peanuts -- have a high fat and carbohydrate content which makes them a high energy source. Peanuts are a good protein source, being one of the few vegetable sources which supply complete proteins. They also contribute niacin which is a vitamin important for healthy skin and digestive functioning.

Apples -- mainly contributes carbohydrates for energy. As with most raw fruits, apples supply bulk.

Oranges -- are an excellent source of Vitamin C which is important in tissue growth and repair and resistance to disease. Oranges provide energy from carbohydrates.

Whole Wheat Bread -- mainly contributes carbohydrates for energy. It supplies a small amount of protein. Whole wheat bread contributes bulk to the diet, more so than refined white bread. The B vitamins in whole wheat bread aid in the use of carbohydrates by the body and are important in the use of oxygen by the cells. Iron, which is related to healthy blood, is another nutrient found in whole wheat bread. Enriched white bread also contains iron and some B vitamins that were added back in after milling.

Beef -- an excellent source of complete protein for body building and repair. The amount of energy supplied varies according to the fat content. Liver and kidney are excellent sources of iron and vitamin A. Other cuts of beef contain some iron, but very little vitamin A.

Chicken -- an excellent source of complete protein. Lower in calories than beef as it contains less fat. Chicken is a good source of niacin, a type of B vitamin, which is important for healthy skin.

Fish -- also an excellent source of complete proteins. Fish is low in calories due to low fat content.

Milk -- often said to be the most perfect food. Milk is essential for building bones and teeth because it is an excellent source of calcium. Milk contains high quality protein and is usually fortified with vitamins A and D. Milk provides energy from carbohydrates and fat. Skim milk is lower in calories because most of the fat is removed.

Soda Pop and Colas -- mainly contribute energy because of the high carbohydrate content. All liquids contribute water which is important in digestion, cell functioning, and controlling body temperature.

Beer -- mainly supplies carbohydrates for energy. Beer also contains very small amounts of calcium and B vitamins.

Guidelines to Good Eating. A great deal has been said about eating a variety of foods and getting them in the right proportions. Below is a simple and practical guide for a healthy diet.

EAT DAILY:

Meat or meat substitute	2 servings
Milk and dairy products	2 glasses for adults 3-4 glasses for children and teen-agers
Breads and cereals	4 servings
Fruits and vegetables	4 servings

Include a good source of vitamin C every day.
Include a good source of vitamin A every other day.
Additional foods may be added as desired for energy (calories).

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LAP TEST: FEEDING YOUR BODY

1. Some good sources of incomplete protein are:

   A. apples, fish and oranges.
   B. beef, peanuts and milk.
   C. dry beans, cereal and bread.
   D. celery, lettuce and carrots.

2. Which is the only nutrient whose primary function is the building and repair of body cells?

   A. calcium
   B. fat
   C. carbohydrate
   D. protein

3. Which of the following body processes are most affected by bulk foods in your diet?

   A. fat absorbtion and retention
   B. energy absorbtion and retention
   C. blood circulation and clotting
   D. digestion and elimination

4. The term "nutritional teamwork" best describes:

   A. the action between various parts of the digestive system.
   B. the relationship between various hydrocarbons.
   C. the ways in which the body develops energy.
   D. the ways in which nutrients help each other.

5. Including less compact foods with more compact foods makes a meal more varied in density and therefore:

   A. easier to digest.
   B. harder to digest.
   C. less bulky.
   D. nutritionally out of balance.

6. How does water aid digestion?

   A. it washes the bacteria out of the stomach
   B. it washes the food down to the stomach
   C. it fills the stomach so that the food is digested in smaller portions
   D. it helps the foods dissolve in the stomach

7. Beef, peanuts, fish and milk all contain which type of protein?

   A. incomplete protein
   B. complete protein
   C. variable protein
   D. partial protein

8. A food which helps maintain healthy eyes and skin because it contains an abundance of Vitamin A is:

   A. whole-wheat bread.
   B. green beans.
   C. apples.
   D. carrots.

9. Low blood pressure caused by a lack of protein is dangerous because:

   A. the amount of nutrients made available to the body cells is slowed.
   B. the total amount of blood in the body is decreased.
   C. the tubes which carry the blood become clogged.
   D. the cells of the brain receive too much blood.

10. Which of the following nutrients do both soda pop and beer contribute to the body?

   A. fat
   B. protein
   C. carbohydrates
   D. Vitamin D

LAP TEST ANSWER KEY: FEEDING YOUR BODY

1. C
2. D
3. D
4. D
5. A
6. D
7. B
8. D
9. A
10. C

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Mountain-Plains Education &
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Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Vitamins and Minerals

OBJECTIVE:

Identify and understand basic concepts, identities, functions, and sources of essential vitamins and minerals.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Vitamins and Minerals."
Study Guide: "Vitamins and Minerals."
Multiple-choice test and key.
Filmstrip: "Vitamins and You"
Chart: "Vitamins and Minerals in Your Body"

PROCEDURE:

1. Read LAP "Vitamins and Minerals."
2. View filmstrip "Vitamins and You."
3. Study wall chart "Vitamins and Minerals in Your Body."
4. Complete study guide.
5. Complete multiple-choice test.
6. Correct your own multiple-choice test with key.
7. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
8. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

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VITAMINS AND MINERALS

What are Vitamins?

---chemical substances that are needed in only very small quantities

---essential to maintain life, health, and normal development

---needed for certain chemical reactions to take place in the body. In this way they regulate body processes.

What are Minerals?

---chemical substances

---act as body regulators

---act as building materials for bones and teeth. They are also found in muscles, nerves, and blood.

The term "mineral" is usually used to describe a substance which is mined from the ground. Actually, the minerals used by the body are taken from the ground by plants. We then get the minerals in our food from the plants themselves or from the animal that had eaten the plants.

How do Vitamins and Minerals differ? The main difference between these two types of nutrients is in the way your body uses them.

---minerals are used mainly as building materials for the body and also as body regulators.

---vitamins are used only as regulators. They are not used to build parts of the body.

Amounts are important too. The amounts as well as the kinds of nutrients are important in nutrition. Large quantities of one nutrient cannot make up for the lack of another. The body must have enough of each nutrient to meet all of its different needs all of the time.

Two sets of standards have been set up concerning the amounts of nutrients needed by the body.

---Minimum Daily Requirements (MDR) are the least amounts of nutrients required to maintain health and not show signs of nutritional deficiency diseases. Percentages of MDR are often shown on cereal and vitamin labels. These may be misleading as the amounts listed in the MDR are inadequate for the best nutritional health possible.

---Recommended Daily Allowances (RDA) are the amounts of nutrients needed to maintain good health for most people. The RDA provides a margin of safety so the allowances are higher than the least amounts required for health.

The amounts of the different nutrients on these tables are measured in two ways:

---grams or milligrams which are units of weight.

28 grams = 1 ounce
1000 milligrams = 1 gram

---International Units (I.U.) which are a measure of concentration or strength. Used for Vitamins A, D, and E.

Following is a list of more common vitamins and minerals, the functions each one performs in the body, and some of the foods which contain large amounts of the nutrient.

Vitamins

Vitamin A

---important for normal vision. Needed by the eyes especially in dim light or at night. Night blindness, a result of not getting enough Vitamin A, is most obvious when driving a car at night.

---needed to keep your skin and inner linings of the nose, mouth and digestive passageways healthy. This helps you resist infections.

---best sources are carrots, liver, sweet potatoes, spinach and winter squash. One serving of any of these would supply plenty of Vitamin A for that day.

---other sources include whole milk, fortified skim milk, eggs, broccoli,apricots and cantalope.

---excess amounts of Vitamin A can be stored by the body for later use.

B-complex Vitamins

---a group of vitamins which have similar functions in the body and must work together to do these jobs.

---amounts of B-Vitamins must be kept in balance. Taking too much of one or more B-Vitamins increases the need for the others.

---three most common B-complex Vitamins are thiamin, riboflavin, and niacin.

---functions are to help the body use energy and help the cells use oxygen.

---important for maintaining healthy skin by preventing severe chapping and scaling.

---best sources of all B-Vitamins are meats, especially liver, whole-grain breads and cereals, milk, eggs, and dry beans.

---B-Vitamins dissolve in water and for this reason cannot be stored in the body. Any excesses taken in are washed out in the urine.

Vitamin C

---helps make the substance which holds cells together. For this reason it is important in healing wounds, bruises, and broken bones.

---helps you to resist infection.

---best sources are oranges, grapefruits and their juices.

---other sources include strawberries, cantalope, tomatoes, broccoli and spinach. Potatoes, especially when cooked in the skin, contain some Vitamin C.

---Vitamin C is very easily destroyed if foods are bruised, chopped, inside is exposed to air, or cooked in too much water.

---the body uses Vitamin C rapidly, so a good source should be eaten every day.

Vitamin D

---necessary for proper use of calcium and phosphorus in building and maintaining healthy bones and teeth.

---limited amounts of Vitamin D can be made by the body using rays from the sun but this varies according to season, clothing, smog, and amount of time spent outside.

---best source is milk that has Vitamin D added.

---liver, egg yolks, and oils from canned tuna and sardines contain some Vitamin D.

---Vitamin D can be stored in your body.

Minerals

Calcium and Phosphorus

---present in the body in larger amounts than all other minerals put together.

---used as building materials for bones and teeth.

---calcium is also found in the blood and is important in blood clotting.

---phosphorus is an essential part of every living cell and helps the body use food energy.

---chief sources of calcium are milk and cheese. It is very difficult to get enough calcium unless these foods are included in the diet.

---other sources of calcium are ice cream, yogurt, and dark green vegetables such as spinach and broccoli.

---phosphorus is found in many foods, especially meats and whole-grain cereals and breads.

---Vitamin D is necessary in order for the body to absorb calcium and phosphorus from foods.

Iron

---helps the blood carry oxygen to the cells of the body.

---blood losses and growth increase the body's need for iron, therefore women and teenagers need more than grown men.

---best source of iron is liver. Other meats, egg yolks and green leafy vegetables such as spinach are good sources. Oysters, clams and molasses are good sources but not commonly eaten.

---whole-grain and enriched breads and cereals are inexpensive sources.

---the absorption of iron is helped by Vitamin C.

Iodine

---needed in very small amounts to regulate the speed of some of the body processes.

---needed to prevent goiter which is swelling of the thyroid gland located in the neck.

---generally found in seafoods and garden foods grown near the sea coast. For people who live in the mountain and plains states, iodized salt is about the only source of iodine.

Getting the Right Amount

There's a balance. Vitamins and minerals more than any other nutrients, must rely on nutritonal teamwork. They are constantly interacting and affecting one another. Although they are needed in only small amounts, it is very important to get a balanced amount of each one. Getting more than you need of one of these nutrients may increase the body's need for others. For instance, taking in too much of one of the B-complex Vitamins will cause your body to need more of the rest of the B-complex Vitamins. The amounts taken in of these vitamins must be in balance with each other.

Getting too much. Harmful effects can result from getting too much of certain vitamins and minerals. This is referred to as toxicity or poisoning.

---toxicity of a vitamin or mineral can be just as dangerous as not getting enough.

---toxicity occurs mainly in vitamins and minerals that are stored or reused in the body. The ones that are especially dangerous in large amounts are:

1. Vitamin A
2. Vitamin D
3. Iron

---toxicity rarely results from eating too much of foods that are high in one of these nutrients because tremendous amounts of the food would have to be eaten.

---toxicity generally results from taking vitamin pills or supplements which contain considerably more of a particular vitamin or mineral than what your body needs.

Not getting enough. Getting just a little bit less than enough of one or more vitamins or minerals over a period of time may result in generally poor health. Feeling tired, digestive problems, and mental exhaustion are just a few of the symptoms which may be related to small deficiencies of these nutrients.

A severe lack of vitamin or mineral may result in a serious nutritional deficiency disease. Vitamins and minerals are essential just to keep you alive as well as healthy.

"How can I be sure?" You may be saying, "But I can't remember all of these vitamins and minerals!" In many cases you probably won't have to. You can be reasonably sure that you are getting the right amounts of all of the nutrients by eating a varied and proportioned diet. Using balanced amounts of different foods is the way to assure that you are getting the nutrients you need. Usually there is no need to buy expensive vitamin pills and supplements as long as you are eating a varied and proportioned diet.

STUDY GUIDE: VITAMINS and MINERALS

Nutrient	Functions	Sources	Special Characteristics
Vitamin A			
B-Complex Vitamins			
Vitamin C			
Vitamin D			
Calcium			
Phosphorus			
Iron			
Iodine			

STUDY GUIDE: VITAMINS and MINERALS

Nutrient	Functions	Sources	Special Characteristics
Vitamin A	Normal vision - especially at night healthy membranes of nose, mouth and digestive tract, helps resist infection	carrots, liver, sweet potatoes, spinach, winter squash---whole milk, fortified skim milk, eggs, broccoli, apricots and cantalope	excess amount may be stored for later use
B-Complex Vitamins	helps the body use energy and helps the cells use oxygen maintain healthy skin	meats especially liver, whole-grain breads and cereals, milk, eggs, and dry beans	Dissolves in water and this cannot be stored in the body
Vitamin C	makes substance which holds cells together - important in healing wounds, bruises and broken bones helps resist infection	orange, grapefruits, strawberries, cantalope, tomatoes, broccoli, spinach and potatoes	the body uses Vit. C rapidly, a good source should be eaten every day
Vitamin D	necessary for proper use of calcium and phosphorus in building and maintaining healthy bones and teeth	limited amounts from sunshine, milk fortified with Vit. D, liver, egg yolks, oils from canned tuna and sardines	can be stored in the body for later use
Calcium	building material for bones and teeth important in the clothing of blood	milk and cheese --- ice cream, yogurt, dark green vegetables (spinach and broccoli)	Vit. D is necessary in order for the body to absorb calcium from foods
Phosphorus	building material for bones and teeth	meats, whole grain bread and cereals	Vit. D is necessary in order for the body to absorb phosphorus from foods
Iron	helps the blood carry oxygen to the cells of the body women and teenagers need more than grown men	liver ---- other meats, egg yolks, green leafy vegetables, oysters, clams and molasses, enriched breads and cereals	absorption is helped by Vit. C
Iodine	regulate the speed of some body processes needed to prevent goiter	seafoods and iodized salt	needed in small amounts

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Mountain-Plains Education &
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LAP TEST: VITAMINS AND MINERALS

1. The main difference between vitamins and minerals is that:

   A. vitamins are chemical substances while minerals are not.
   B. vitamins are needed in larger amounts than are minerals.
   C. minerals are used as regulators while vitamins are not.
   D. minerals are used for building parts of the body while vitamins are not.

2. The way in which vitamins and minerals regulate body processes is that:

   A. they determine the amounts of other nutrients which are needed by the body.
   B. they control the water level in the stomach thereby controlling absorbtion.
   C. they help certain chemical reactions take place in the body.
   D. they substitute for other chemicals in the body.

3. The Recommended Daily Allowances are the amounts of nutrients:

   A. recommended to recover from an illness.
   B. needed to not show signs of nutritional deficiency diseases.
   C. taken in by the average American.
   D. needed to maintain good health for most people.

4. For people who live in the Mountain and Plains states the most readily available source of iodine is:

   A. iodine tablets.
   B. seafoods.
   C. iodized salt.
   D. sea salt.

5. Whole-grain and enriched breads and cereals are less expensive sources of:

   A. calcium.
   B. B-vitamins and iron.
   C. Vitamin C
   D. Vitamin D

6. Vitamins and minerals are needed in balanced amounts because:

   A. getting unbalanced amounts of these nutrients eliminates them from the body.
   B. getting too much of one of these nutrients causes others to be destroyed.
   C. being balanced means that all of the nutrients are needed in exactly the same amounts.
   D. getting more than you need of one of these nutrients may increase the body's need for others.

7. Because cells of the bones and teeth are constantly being replaced, adults as well as children need which nutrient?

   A. iron
   B. riboflavin
   C. Vitamin A
   D. calcium

8. You can be reasonably sure that you are getting all of the vitamins and minerals you need by:

   A. eating the more expensive types of food.
   B. taking a super potency B-complex vitamin pill everyday.
   C. eating liver and spinach at least once a week.
   D. eating a proportioned and varied diet.

9. The poisoning resulting from getting too much Vitamin A, Vitamin D, or iron is called:

   A. night blindness.
   B. a deficiency disease.
   C. malnutrition.
   D. toxicity.

10. Getting poisonous amounts of a particular vitamin or mineral usually results from:

    A. taking high potency vitamin pills.
    B. eating too much food which is high in that vitamin or mineral.
    C. creating an imbalance by taking in too much of a different vitamin or mineral.
    D. eating foods which are enriched with that vitamin or mineral.

LAP TEST ANSWER KEY: VITAMINS AND MINERALS

1. D
2. C
3. D
4. C
5. B
6. D
7. D
8. D
9. D
10. A

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Mountain-Plains Education &
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Program, Inc.

Glasgow AFB, Montana 59231

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: The Carbohydrate Conspiracy

OBJECTIVE:

Identify and understand basic concepts, principles, and practical procedures for achieving weight control.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "The Carbohydrate Conspiracy."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "The Carbohydrate Conspiracy."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

THE CARBOHYDRATE CONSPIRACY

They're Everywhere!

The co-conspirators. The two most destructive co-conspirators of a proportioned diet are carbohydrates and fats. You'll find them everywhere! Carbohydrates are better known as sweets and starchy foods. Let's tour a grocery store just to see how many of these there really are. The first thing we see as we step into the store are the racks filled with potato chips, pretzels, and snacks of all kinds. We get by these and start down the first aisle. One side is stacked high with breads and rolls of all kinds. Another aisle is lined with boxes of dry cereal, some of which are sugar-coated to make matters worse. We move on to the macaroni, spaghetti and rice. Next we see the cake and cookie mixes -- all packed with carbohydrates. Even at the produce counter, the high-carbohydrate vegetables and fruits like corn, potatoes, and apples, stand out. Frozen pies, ice cream, and frozen desserts await up at the freezer counter. We are almost finished shopping. The last aisle is the real test. Crackers, cookies, and candy are all waiting to be picked up. The pop and beer that stand at the end are loaded with carbohydrates. We then wheel up to the check-out stand and as we wait, we pick up candy bars for the kids and a package of gum for ourselves.

It isn't hard to load up a shopping cart with carbohydrates. As you can see, nearly all of the most popular foods, and especially snacks, are full of carbohydrates.

Fats are almost as abundant. Some foods are obviously fats, such as cooking oils, margarine, salad dressings, and mayonnaise. But many times fats are "hidden" in foods and they are usually disguised by carbohydrates. For instance that package of potato chips we picked up has almost as much fat in it as it does carbohydrates. Remember that they were fried in oil.

OOPS! There goes the proportioned diet. Carbohydrates and fats can be disasterous to a proportioned diet because we can easily eat more of them than our bodies need.

---Carbohydrates taste so good it's hard to stop eating them.

---Fats make other foods taste better. Sirloin steaks are juicier and taste better than round steaks because a sirloin steak has more fat in the meat. French fries taste good because of the oil that they are fried in. Toast with margarine on it is much tastier than dry toast. Although fats are rarely eaten alone, they add a lot of flavor to other foods.

---Carbohydrates and fats are contained in so many foods that they are easy to overeat without being aware of it.

How Much Energy Are You Carrying?

Food provides energy. Supplying energy is one of the major jobs of the food we eat. The energy in foods provides the power the body needs for all of its activities such as breathing, moving, growing, and just existing. Much as a car needs gasoline to run, so does the body need energy from foods to keep going. The following example gives some idea of the amount of energy in foods:

a 2-inch square of fudge = 7/10 of a stick of dynamite

The energy in food is less noticeable than that of dynamite because it is released slowly at many points in the body rather than instantly as in the case of an explosion of dynamite.

Energy's measured in calories. Nearly all foods yield energy and this energy is measured in calories. Therefore when we talk about the number of calories in a food we are speaking of the amount of energy that tbe food provides for our bodies. The types of nutrients in a food affect how many calories it will have.

---Protein contains 115 calories per ounce
or 4 calories per gram.

---Carbohydrate contains 115 calories per ounce
or 4 calories per gram.

---Fat contains 225 calories per ounce
or 9 calories per gram

---Vitamins and Minerals do not contain any calories.
They do not supply energy.

---Water also does not contain calories.

Notice that fats contain over twice as many calories as proteins and carbohydrates. Fats are a concentrated source of energy because only a small amount of fat is needed to supply alot of calories.

Not only do the nutrients vary in the number of calories they contain but also the energy from different nutrients is handled by the body in different ways.

---Protein energy is used for building and repair of body tissues so it is less likely to be stored as body fat.

---Fats are easily used for energy but excesses are stored by the body.

---Carbohydrates are readily turned into body fat unless they are needed right away for body energy.

The energy that we use for all of our body activities is also measured in calories. Thus, we can say that a certain activity will use up a certain number of calories.

---Walking for one hour uses up about 250 calories.

---Jogging for one hour uses up about 400 calories.

---Vacuuming for one hour uses up about 200 calories.

Your body also needs energy to carry on the work of the internal organs, such as the heart, lungs, stomach, and brain. The calorie needs for these activities are an absolute must and have to be met every minute of our lives regardless of other needs. This is called the

---basal metobolic rate.

Work-savers are making us fat. All of the work-savers and machines that we use nowadays are saving our bodies energy. Instead of using up calories by walking, we ride in a car. Instead of using manual typewritters we use electic ones. In our homes, we may have electic mixers, electric can openers, even electric scissors, that do the work for us. Because we are doing less work, we are burning up fewer calories.

On the other hand, we are eating more and more carbohydrates and fats. Instead of being used for physical activities, the extra energy contained in these nutrients is being stored in our bodies as fat. this unused energy is causing many Americans to become overweight. How much stored energy are you carrying?

Principles of Loss and Gain

Intake vs. outgo. When we fill up a car with gasoline we can figure out just about how many miles we can go. The human body works on much the same principle. The food we take in supplies a certain number of calories and these calories can be spent doing a certain amount of activity. When more calories are taken in than are needed, they are put into a reserve tank (body fat). When not enough calories are taken in, the amount needed is pulled from the reserves for use.

---When we eat the amounts of food that supplies the same number of calories as we need for energy, out weight stays the same.

---When we eat more food than we need to meet our energy needs, the excess is stored in the body as fat and we gain weight.

---When we eat too little food to meet our energy needs, body fat is burned for energy, and we lose weight.

1 pound of body fat = 3500 calories

To gain one pound we must take in 3500 calories more than we need. To lose one pound we must cut back our intake by 3500 calories.

How to gain weight:

1. increase the number of calories you take in (eat more).
2. decrease the number of calories you expend (decrease activity).

How to lose weight:

1. decrease the number of calories you take in (eat less).
2. increase the number of calories you expend (increase activity).

In each of these cases the intake of calories or the amount of food you eat is the easiest to adjust. The types of foods eaten can easily make a difference in calorie intake.

---Foods that are relatively low in calories are:

---thin, watery, dilute
---bulky or have lots of fiber or coarseness
---water-crisp instead of greasy-crisp

---Foods that are relatively high in calories are:

---thick, oily, or greasy-crisp
---slick, smooth, or gooey
--- sweet or sticky
---compact or concentrated
---alcoholic

Examples:

---Compare a glass of skim milk with a milkshake.
---Compare tossed green salad with a macaroni salad.

Increasing the outgo of calories by increasing the amount of exercise also affects weight but it is a little harder to adjust than intake. For a person trying to lose weight, a small amount of exercise every day is much better than a lot of strenuous exercise only once in a while. Walking is probably one of the best exercises for many people, because it can be fitted into most schedules and does not cause a strain on the body due to overexertion.

People who are trying to gain weight should try to cut down on the amount of exercise they get. They might also try to get an extra half hour of rest every day.

Appetite vs. Hunger.

---appetite is the desire to eat.

---hunger is the signal that the body needs food for energy.

Overeating is triggered by appetite rather than hunger. Appetite is affected by both physical and psychological factors. For many overweight people, losing weight requires that they ignore the appitite. They must learn to recognize hunger rather than appetite so that they will eat only when their bodies need food.

Practical Measures for Weight Control

Eat a proportioned diet. Whether your problem is gaining weight, losing weight, or staying the same, eating a proportioned diet is the first step. Your body needs the nutrients in the food as well as a certain amount of energy.

Put the target on carbohydrates and fats. Overweight people usually eat more of these than they need. Concentrate on cutting down on carbohydrates and fats. Underweight people may increase the amounts of carbohydrates and fats to get more calories.

Change your eating habits starting now. If you are going to be successful in changing your weight and keeping it there, you must make a permanent change in the way you eat. There is no point in losing alot of weight if you are going to slip back into your old eating habits and gain it all back. Remember, "Today is the first day of the rest of your life."

The only way to lose weight is to eat fewer calories than you burn up. Beware of eat-all-you-want diets. They work on the principle that you will get tired of eating the same old thing and will start to eat less. But such diets are not only ineffective, they are very often dangerous to your health.

To lose weight, increase activity. Exercise will act to decrease the appetite, plus it uses up some of that extra energy you have taken in. Moreover, exercise stimulates blood circulation, promotes mental relaxation and gives a feeling of well-being.

Use blocking activities. People usually eat in certain situations. For instance, you may snack the most when watching television. In this case a blocking activity might be knitting or writing letters. This would keep your hands busy instead of letting them reach for snacks. In what situations do you eat? Try doing something else at these times or throw in a blocking activity that doesn't allow you to eat.

The time of the meal makes a difference. Snacking just before going to bed is one of the worst times, because very little of the food is burned off as energy. As you sleep most of that food is being changed into body fat. It may help to eat smaller meals more often to keep you from being hungry without having to be "stuffed."

Compensating for your evil ways. Maybe the best advice of all. Nearly everyone has days when they overeat, but slim people seem to naturally compensate for these days by cutting back on their intake the next day.

To gain weight, try to add 300 to 500 calories per day to what you usually eat without feeling stuffed. Try adding cheese to sandwiches or to top a hamburger. Use whole milk instead of skim milk or 2% milk. Indulge in milkshakes and malts. Use extra butter or margarine on your bread. The extra calories you eat should be accompanied by essential nutrients --- protein, vitamins, and minerals. You need to build muscle tissue, not just fat.

Don't skip meals. If you are underweight, skipping meals means that you will be missing out on nutrients and calories that you need. If you are overweight, skipping a meal may give you an excuse to overeat at the next meal.

Four Steps to Weight Control

1. See your doctor. Whether losing or gaining weight, your doctor can help you decide on a desireable weight goal. After a thorough checkup, he can tell you of any special problems which may affect your weight program.

2. Set your weight goal. You and your doctor will decide how much you should gain or lose and how fast this should be done. A weight-control program is easier to follow if it is done slow and relatively easy stages. You must recognize that it can't be accomplished overnight.

3. Refrain your eating habits. You will have to make permanent changes in your eating habits if your weight is to remain at a new level.

4. Adjust your activity level. If you are trying to lose weight, increase the amount of exercise that you get. Moderate exercise every day will help to burn up excess fat and will firm muscles. If you are trying to gain weight, decrease the amount of activity you do. Learn to relax more as well as to eat more.

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LAP TEST: THE CARBOHYDRATE CONSPIRACY

1. Which of the following nutrients is least likely to be stored as body fat?

   A. fats
   B. proteins
   C. carbohydrates
   D. sugars

2. Which one of the following nutrients is the most concentrated source of energy?

   A. fat
   B. protein
   C. carbohydrate
   D. vitamins

3. Overeating is triggered by:

   A. appetite.
   B. hunger.
   C. the body's need for food
   D. aptitude

4. When more calories are taken in than are needed for body activities:

   A. the person will lose weight.
   B. the person will gain weight.
   C. energy will be taken from the body's reserves.
   D. the person will become more active and alert.

5. The use of blocking activities in certain situations will:

   A. decrease the likelihood that you will eat in that situation.
   B. stimulate hunger and keep you from losing weight.
   C. make it harder to concentrate on your diet.
   D. prevent the further loss of weight.

6. The first step in starting a weight control program should be:

   A. to stock up on low calorie foods.
   B. to develop a weekly exercise plan.
   C. to see a doctor for a thorough physical examination.
   D. to plan a weight contol diet that you can stick with.

7. One pound of body fat is equal to how many calories?

   A. 3500
   B. 2500
   C. 2000
   D. 1000

8. To maintain a constant weight the number of calories taken in must equal:

   A. the number of carbohydrates contained in the food.
   B. the number of calories required by the basal metabolic rate.
   C. the number of calories used in the form of energy.
   D. the amount of energy stored by the body.

9. To be successful in changing your weight and keeping it there, you must:

   A. diet until you lose the weight.
   B. increase your basal metabolic rate.
   C. take thyroid pills prescribed by a doctor.
   D. permanently change your eating habits.

10. The major factor causing the American people to become overweight is:

    A. improper type of exercise.
    B. over abundance of food.
    C. good eating habits.
    D. work-savers.

LAP TEST ANSWER KEY: THE CARBOHYDRATE CONSPIRACY

1. B
2. A
3. A
4. B
5. A
6. C
7. A
8. C
9. D
10. D

Student: ______________ File Code: 63.01.01.00.B2-2

Date: ______________ Date Published: 11-14-74

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UNIT POST TEST: UNDERSTANDING NUTRITION

63.01.01.01.

1. The process by which the foods you eat are changed into the materials and activities of your very own body is called:

   A. osmosis.
   B. digestion.
   C. transformation.
   D. nutrition.

2. Which of the following lists contains both nutrients and food sources?

   A. fat, minerals, and vitamins.
   B. protein, peanuts, and chicken.
   C. soybeans, peanuts, and steak.
   D. salad oil, vinegar, and water.

3. Which of the following is most often linked to poor nutrition?

   A. phlebitis of the lower leg
   B. low resistance to sickness and disease
   C. soreness of the lower coccyx
   D. resistance to certain strains of penicillin

4. What is the primary function of carbohydrate in your body?

   A. helps carry out various activities between cells
   B. provides the body with energy
   C. helps form the hard materials of the body
   D. provides the body with insulation and protection

5. The best reason that you should eat a varied and proportioned diet is because:

   A. good nutrition requires equal portions of all types of food.
   B. your tastes cannot be held responsible for your eating habits.
   C. your body is made up of varied and proportioned substances.
   D. everyone gets tired of the same food.

63.01.01.02.

6. Nutritional teamwork requires that you:

   A. drink milk with every meal.
   B. eat fish on the same day that you eat liver.
   C. eat twice as many incomplete proteins as complete proteins.
   D. eat a wide variety of foods each and every day.

7. A good adult diet should contain at least four servings of:

   A. fruits and vegetables.
   B. a good source of vitamin C.
   C. milk and cheese.
   D. meat or meat substitute.

8. The type of nutritional teamwork which affects the body's use of calcium is called:

   A. metabolic teamwork.
   B. gastro-intestinal teamwork.
   C. completion teamwork.
   D. absorption teamwork.

9. Calcium needs which of the following nutrients in order to be absorbed and used by the body?

   A. protein
   B. Vitamin D
   C. sugar
   D. Vitamin C

10. Incomplete proteins are completed by:

   A. no other nutrients.
   B. carbohydrates.
   C. matching proteins.
   D. complete proteins.

63.01.01.03.

11. What is a vitamin?

    A. a chemical substance which creates a nutritional deficiency disease in the body.
    B. a chemical substance used as building material for the body.
    C. a chemical substance which supplies energy for the body.
    D. a chemical substance needed to regulate body processes.

12. The amounts of vitamins and minerals taken in are important in nutrition because:

    A. the body can use large amounts of one nutrient to make up for the lack of another.
    B. the body must have enough of each vitamin and mineral all of the time.
    C. the body must have the same amount of each vitamin and mineral to be in balance.
    D. the body can store all of these nutrients for later use.

13. Vitamin A is needed by the body:

    A. for building healthy bones and teeth.
    B. to maintain a healthy nervous system.
    C. to help use food energy.
    D. for good eyesight especially at night.

14. The nutrient which helps make healthy blood which can carry oxygen is:

    A. Vitamin C.
    B. phosphorus.
    C. B-complex vitamins.
    D. iron.

15. Because the body uses it rapidly, a good source of which nutrient should be eaten every day?

    A. Vitamin C
    B. calcium
    C. Vitamin A
    D. iron

63.01.01.04.

16. The energy used by the body is measured in:

    A. percentages.
    B. kilowatts.
    C. pounds.
    D. calories.

17. The only way for a person to lose weight is:

    A. to eat less than your body uses.
    B. to take in more calories than your body needs for energy.
    C. to use diet pills prescribed by a doctor.
    D. to eat the right kinds of diet foods.

18. Which one of the following nutrients is most readily stored as body fat?

    A. fat
    B. carbohydrate
    C. protein
    D. water

19. Which two nutrients are most destructive to a proportional diet?

    A. carbohydrates and protein
    B. vitamins and minerals
    C. protein and fats
    D. carbohydrates and fats

20. Body fat is destroyed only when:

    A. you are having nightmares.
    B. your temperature rises above 100 degrees.
    C. you sit in a sauna for more than 2 hours.
    D. your body runs out of new food.

UNIT POST TEST ANSWER KEY: UNDERSTANDING NUTRITION

LAP 01	1.	D
	2.	B
	3.	B
	4.	B
	5.	C
LAP 02	6.	D
	7.	A
	8.	D
	9.	B
	10.	D
LAP 03	11.	D
	12.	B
	13.	D
	14.	D
	15.	A
LAP 04	16.	D
	17.	A
	18.	B
	19.	D
	20.	D

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Mountain-Plains Education &
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Glasgow AFB, Montana 59231

Learning Experience Guide

UNIT: NUTRITION AND YOUR HEALTH

RATIONALE:

Good nutrition is basic to good health knowledge of the process and effects of poor nutrition on health emphasizes the importance of practicing good nutrition.

PREREQUISITES:

None

OBJECTIVES:

Understand and identify the relationship between nutrition and health including the cycle of malnutrition, vitamin and mineral deficiencies, and the relationship between diet and disease.

RESOURCES:

Instructor prepared LAPs.
Multiple-choice test and keys
Chart: Vitamins and Minerals in the Growing Years
Filmstrip: "Food Needs of Children"

GENERAL INSTRUCTIONS:

1. Check your SPR and complete those LAPs which you did not prevalidate.
2. After completion of required LAPs, take the unit test.
3. If test is completed with 80% accuracy, go on to the next unit indicated by your SPR.
4. If test is completed with less than 80% accuracy, find and reread sections of LAPs which present the information regarding those which you got wrong.
5. Repeat this process until you are able to complete the unit test with 80% accuracy.

Principal Author(s):

PERFORMANCE OBJECTIVES:

1. Breaking the Cycle of Malnutrition
2. Vitamin and Mineral Deficiencies
3. Diet and Disease

EVALUATION PROCEDURE:

80% accuracy on a multiple-choice unit test.

FOLLOW THROUGH:

Proceed to do first LAP.

Student: ______________________ File Code: 63.01.02.00.A2-2

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UNIT PRETEST: NUTRITION AND YOUR HEALTH

63.01.02.01.

1. Your blood sugar level:

   A. is lowered after eating.
   B. can influence the way you feel.
   C. remains at a constant level.
   D. has no bearing on the way you feel.

2. Eggs are included in which food group?

   A. vegetable and fruit group
   B. meat group
   C. breads and cereals group
   D. dairy foods group

3. Poor nutrition in the expectant mother:

   A. has no affect on the baby.
   B. can mentally and physically affect the child.
   C. does not affect her health but does affect the baby's.
   D. affects her health but not the baby's.

4. What would be the expectant mothers best source of calcium, phosphorus and vitamin D?

   A. milk enriched with vitamin D
   B. seafoods
   C. meat and eggs
   D. orange juice enriched with vitamin D

5. What are empty calories?

   A. carbohydrate calories which supply only quick energy
   B. protein calories which supply lasting energy
   C. calories which should be supplied at breakfast
   D. calories from foods such as liver and eggs

63.01.02.02.A2-2

6. The vitamin B complex:

   A. prevents rickets.
   B. is unimportant to normal body functioning.
   C. works together.
   D. cannot be obtained through foods.

7. Your money is better spent for:

   A. vitamin supplements.
   B. good foods for well planned meals.
   C. high cost health foods.
   D. mineral oils.

8. Anemia can result from a deficiency of:

   A. fluorine.
   B. vitamin D.
   C. riboflavin.
   D. iron and vitamin B_{12}.

9. Vitamin D works with what other nutrients to build strong bones and teeth?

   A. carbohydrates and starch
   B. iodine and riboflavin
   C. vitamin K and iron
   D. phosphorus and calcium

10. Routine use of dietary supplements is for:

    A. elderly people.
    B. anyone who can afford it.
    C. young children.
    D. persons with special medical needs.

63.01.02.03.

11. Foods low in cholesterol are:

    A. vegetables and fruits.
    B. liver and kidney.
    C. whole milk.
    D. eggs.

12. If you have constant indigestion not caused by some organic disease:

    A. you should eat foods like raw apples, pickles, and sardines.
    B. you should eat fast so your digestive system can start working on the food right away.
    C. you should eat unhurried and regular meals.
    D. you should take Rolaids or other such medicine to mask the symptoms.

13. Which chemical substance contributes to atherosclerosis?

    A. folic acid
    B. cholesterol
    C. insulin
    D. niacin

14. The blood cholesterol level of a normal American adult male is from:

    A. 10 - 50 Mg%.
    B. 250 - 500 Mg%.
    C. 150 - 250 Mg%.
    D. 50 - 100 Mg%.

15. Besides diet, what other device will help lower blood cholesterol levels?

    A. bio-feedback techniques.
    B. a decrease in physical exercise.
    C. anti-hypertensive drugs.
    D. an increase in physical exercise.

UNIT PRETEST ANSWER KEY: NUTRITION AND YOUR HEALTH

LAP 01	1.	B
	2.	B
	3.	B
	4.	A
	5.	A
LAP 02	6.	C
	7.	B
	8.	D
	9.	D
	10.	D
LAP 03	11.	A
	12.	C
	13.	B
	14.	C
	15.	D

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Mountain-Plains Education &
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Learning Activity Package

Student: ____________

Date: ____________

PERFORMANCE ACTIVITY: Breaking the Cycle of Malnutrition

OBJECTIVE:

To identify the causes, processes, symptoms, and remedies of poor nutrition.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

LAP: "Breaking the Cycle of Malnutrition"
Multiple-choice test and key
Filmstrip: "Food Needs of Children"
Chart: "Vitamins and Minerals in the Growing Years"

PROCEDURE:

1. Read LAP "Breaking the Cycle of Malnutrition."
2. View filmstrip "Food Needs of Children."
3. Study wall chart "Vitamins and Minerals in the Growing Years."
4. Complete multiple-choice test.
5. Correct your own multiple-choice test with key.
6. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
7. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): D. Pedersen/R. Wall

BREAKING THE CYCLE OF MALNUTRITION

The Malnutrition Drag

Malnutrition And You - What do you think of when you hear the word malnutrition? Do you think of hungry children in far away lands? Yes, malnutrition does exist there, but it also exists in this country. It exists in your town, on your block, perhaps even in your own house!

Malnutrition literally means bad or poor nutrition (lack of eating the proper foods in the right amounts). Poor nutrition can cause a variety of general symptoms:

- -- Tiredness
- -- Nervousness
- -- Headaches
- -- Poor Digestion
- -- Lack of Strength
- -- Sluggishness

More importantly, however, poor nutrition can lower your resistance to sickness and disease, resulting in:

- -- More illnesses
- -- Longer recovery periods from these illnesses
- -- More complications during these illnesses

Think About It - Are you a part of this cycle of poor nutrition, lowered resistance, and disease?

- -- Do you and your family get sick more often than other people?
- -- Do you lack the strength you need to conduct your daily activities?
- -- Is it hard for your children to pay attention at school?
- -- Do you usually feel tired?

All to often these conditions are ignored or taken to be normal. But these conditions are not normal! Something is wrong and that something may be your daily diet.

Nutrition May Be The Problem - Think about it. Do you have any of the symptoms just described more than just once in awhile (even the healthiest people are sick once in awhile)? But are you constantly sick?

These phyisical and emotional problems may very possibly have a nutritional basis. Poor nutrition may cause you to have deficiencies in nutrients essential for growth and normal body functioning.

-- Protein	For:	Growth and repair of the body
-- Vitamins	For:	Regulation of body functions
-- Minerals	For:	Body building and regulation

You must supply your body with these nutrients in adequate amounts every day throughout the day.

What You Can Do - These nutrients are supplied in abundant quantities in the foods we eat. The foods we eat are divided up into 4 basic food groups:

-- Group I - Dairy Products
-- Group II - Meats (including fish, poultry, and eggs)
-- Group III - Breads and Cereals
-- Group IV - Vegetables and Fruits

Below is a simple and practical guide for a healthy diet.

Eat Daily:

Meat or Meat Substitute	- 2 Servings
Milk and Dairy Products	- 2 Glasses for Adults - 3-4 Glasses for Children and Teens
Breads and Cereals	- 4 Servings
Fruits and Vegetables	- 4 Servings

Include a good source of vitamin C every day.
Include a good source of vitamin A every other day.

Additional foods may be added as desired for energy (calories).

The Cycles of Malnutrition - Three different cycles of poor nutrition exist in this country, each having different interrelationships.

1. The Mother-Child Cycle
2. The Developmental Cycle (or the Developing Child Cycle)
3. The Daily Cycle

The Mother-Child Cycle

Dangerous Neglect - Today there is general agreement by medical authorities that poor nutrition during pregnancy can have adverse physical and mental effects on the baby. If the expectant mother has always eaten a diet adequate in all the essential nutrients and is in good health, she has a much better chance of having a healthy baby than the mother who has had a history of poor nutrition.

Special Requirements - Obviously, the nutritional demands on the expectant mother are increased during pregnancy. She must supply herself with the nutrients needed to produce a normal, healthy offspring. Special attention is usually given to these nutritional elements in the diet of the expectant mother.

1. The amount of calories taken in should continue to reflect the amount of calories used.
2. Since protein is essential for growth, protein is a very essential nutrient during pregnancy. If the developing child does not receive protein in sufficient quantity his mental capacity may very likely be affected. It is also very likely that the child will be much smaller than normal, have a lower birth weight, and very possibly be premature. Extra protein in the diet can be supplied by additional milk, meat, poultry, fish and eggs. (20 extra grams of protein is recommended.)

3. It is very desirable, for the health of the mother and child, that the mother not gain a great deal of weight during pregnancy. An overweight expectant mother is more likely to have problems at delivery. So it is suggested that the amount of fats in the diet be decreased. A weight gain of 20 pounds during pregnancy is considered average.
4. Due to the rapid growth of the developing child the amount of calcium and phosphorus, in the diet of the expectant mother, should be increased. These minerals aid in the development of normal bones and teeth, and if not supplied in sufficient quantity may result in abnormalities of the childs skeletal and dental structure. A quart of milk per day will supply most of the extra 0.5 grams of extra calcium and phosphorus recommended.
5. Adequate amounts of all vitamins should be taken in (especially vitamin D). Since vitamins are body regulators they need to be present in adequate quantities for certain chemical reactions to take place. They are also necessary to help protein and various minerals carry on their body building work. Vitamin D is very important at this time of rapid growth. It works with calcium and phosphorus to help build normal bones and teeth. Without vitamin D, calcium and phosphorous could not function. A quart of milk will also supply a sufficient amount of vitamin D.
6. Iron is also needed to guard against anemia in the mother and in the baby at birth. The amount of iron in the mothers diet should be increased to meet the demands of both mother and developing child. The expectant mother should include liver or beef, chicken or pork in her diet at least once a week.

So you can see that poor nutrition in the expectant mother not only contributes to her poor health but also contributes to the poor health of her developing child, with deficiencies which could affect him throughout life.

REMEMBER: Nutrition for pregnancy begins before conception.

The Developmental Cycle

Setting A Good Example - The poor eating habits of the mother can also be passed on to her child. After birth the child grows very rapidly and there is a continual need for nutrients that will help build sturdy bones and teeth, strong muscles and provide adequate energy for his increasing activities. If these nutrients are not supplied in adequate amounts this cycle of poor nutrition, sickness, and disease will continue with little opportunity for improvement.

Special Requirements - After birth the baby has an active role in obtaining the nutrients he needs for growth. When the baby is hungry he lets people know about it. Crying is his way of communicating his need for nourishment. At first the baby can be either bottle fed or breast fed. Breast milk is a natural food. It has in it most of the food elements the newborn needs for growth. It also has a number of antibodies (germ fighters) which protect the baby from certain infectious diseases. If the child is breast fed the mother must be sure to eat properly, because the quality of her milk will reflect her eating habits. If her diet is deficient in certain nutrients her milk will also be deficient. If the baby is to be bottle fed, there are many commercial formulas available on the market which will supply the baby with the nutrients he needs for growth. Special attention is usually given to these nutritional elements in the growing childs diet:

1. The number of calories required by the young child is quite high. Higher than that for an adult (proportional to body weight).
2. If protein is not supplied to the growing child in adequate amounts in the first five years of life there will be little chance for full mental development. This is a proven fact, the child who is deprived of protein during these formative years will exhibit irreversible brain damage. At first milk will supply the protein, later meats and meat substitutes can be added to the childs diet.
3. As was true while in the mothers womb the newborn child continues to need calcium and phosporus in adequate amounts. These minerals should be given special attention throughout a persons growth period, which can last through 20 to 25 years of age. Here again milk is the best source of calcium, phosphorus, and vitamin D. A quart of milk per day is again recommended to meet the extra requirements of these nutrients.
4. Vitamins (especially vitamin D) are required in adequate amounts during this time of rapid growth as was true during prenatal nutrition.
5. Iron intake, to prevent anemia, is often increased during these developmental years. This can be done through the use of fortified infant cereals and meats.

Snacks - Pro And Con - Because a child cannot eat a great deal at any one time, it is advisable to offer him between meal snacks. The food offered at these "mini-meals" should be nutritious and included in his regular well-balanced meal plan. These snacks will supply him with the energy he needs throughout his active day. Mid-morning and mid-afternoon are good times for snacks. However, snacks of candy, cookies, potato chips, bread, and soda pop will add little to the childs nutritional well-being and possibly detract from his regular well-balanced meals. Some examples of good mini-meals would be:

-- A glass of milk, half an orange and half a tuna sandwich with lettuce
-- A glass of orange juice, some fruit and nuts
-- A glass of milk, some cheese and crackers, and an apple

The Daily Cycle

That Mid-Morning Slump - How do you feel at ten in the morning? If the answer is tired, sluggish, and inattentive you may want to examine your breakfast menu. The reason for your sluggish feeling may be the two doughnuts and cup of coffee you had that morning. Breakfast literally means breaking a fast. That for most of us has lasted from 10 to 12 hours, If you break your fast with foods containing empty calories (food high in carbohydrate calories, which supply only quick energy) the level of sugar in your blood would rise. This rise in blood sugar will supply you with quick energy but not lasting energy. You will feel fine for a few hours, but then this level will drop and your mid-morning slump will be upon you.

The Protein Punch - Adding some protein to your breakfast menu can help replace those empty calories with calories that contain some nutritional value. Protein provides more of the lasting energy you need to help you remain alert throughout the morning.

Follow-through - Good eating habits should be continued throughout the day to maintain an affective level of mental and physical functioning. Lunch and dinner should contain a variety of food from the various basic food groups as outlined earlier. Good nutrition can keep you going throughout the day at work, at school, or at play. Good nutrition contributes to your total well being and can influence the way in which other people see you. That is, as a tired, sleepy, inattentive person or as an alert, healthy, alive person. Which person would you rather be?

You Are The Key - Breaking the cycles of malnutrition begins with you. The most important consideration you should have when selecting the foods you eat is, what kinds of food does my body really need and how much of each kind should I have.

REMEMBER: The cycles of malnutrition are not unending. Your knowledge and utilization of the basic principles of nutrition can free you and your family from getting caught up in these cycles of poor nutrition, sickness, and disease.

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Date: ______________________ Date Published: 11-14-74

Mountain-Plains Education &
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LAP TEST: BREAKING THE CYCLE OF MALNUTRITION

1. Poor nutrition:

   A. can cause you to be sick more often.
   B. has no bearing on sickness or disease.
   C. raises your resistance to disease.
   D. always causes drastic symptoms.

2. Nutritional demands on the pregnant woman are:

   A. decreased during pregnancy.
   B. increased during pregnancy.
   C. the same as a non-pregnant woman.
   D. not affected by pregnancy.

3. Nutrition for pregnancy:

   A. begins before conception.
   B. begins just before birth.
   C. is not an important factor.
   D. is the same as that for a non-pregnant woman.

4. Which type of milk contains antibodies to help the newborn baby fight off infectious diseases?

   A. commercial baby formulas
   B. mother's breast milk
   C. cow's milk with vitamins A and D added
   D. goat's milk with vitamins A and C added

5. Between meal snacks are good for young children if they contain:

   A. empty calories.
   B. cookies and candy.
   C. nutritious food from the basic food groups.
   D. soda pop.

6. Poor nutrition in the expectant mother:

   A. has no affect on the baby.
   B. can mentally and physically affect the child.
   C. does not affect her health but does affect the baby's.
   D. affects her health but not the baby's.

7. What would be the expectant mothers best source of calcium, phosphorus and Vitamin D?

   A. milk enriched with vitamin D
   B. seafoods
   C. meat and eggs
   D. orange juice enriched with vitamin D

8. Some of the more important nutrients in the diet of the pregnant woman are:

   A. fats and carbohydrates.
   B. protein, calcium and phosphorus, iron and vitamins.
   C. zinc and mineral oils.
   D. pickles and ice cream.

9. What are empty calories?

   A. carbohydrate calories which supply only quick energy
   B. Protein calories which supply lasting energy
   C. calories which should be supplied at breakfast
   D. calories from foods such as liver and eggs

10. Wisely planned meals include:

    A. only the foods you like.
    B. one food group per meal.
    C. a variety of foods from each of the basic food groups.
    D. all the cheapest foods you can find.

LAP TEST ANSWER KEY: BREAKING THE CYCLE OF MALNUTRTION

1. A
2. B
3. A
4. B
5. C
6. B
7. A
8. B
9. A
10. C

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Date Published: 11-6-74

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Vitamin and Mineral Deficiencies

OBJECTIVE:

To identify the causes, processes, symptoms, and remedies of vitamin and mineral deficiencies.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

LAP: "Vitamin and Mineral Deficiencies"
Multiple-choice test and key

PROCEDURE:

1. Read LAP, "Vitamin and Mineral Deficiencies".
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): D. Pedersen/R. Wall

VITAMIN AND MINERAL DEFICIENCIES

A Delicate Balance - Many kinds of human disorders arise from faulty nutrition. Vitamin and mineral deficiencies resulting from faulty nutrition can lead to a variety of diseases with a number of uncomfortable symptoms and sometimes serious consequences.

Vitamin Deficiencies

Fueling The Human Machine - Just as your car runs on fuel, so does your body. Human fuel consists of the various foods you consume. This human fuel is broken down into basic components or nutrients which have specific functions in your body. If your car runs out of fuel it stops, if the human machine consumes fuel containing inadequate nutrients, it too will slow down and eventually stop functioning. Vitamins are basic nutrients supplied by the foods you eat. They are active in regulating your bodily functions and are very necessary for normal body growth and development.

You Run Better On Premium - Many uncomfortable and often unnecessary physical symptoms result from an inadequate supply of vitamins in the fuel you consume.

Examples:

- -- Mild deficiencies of vitamin A can cause night blindness or poor vision at night
- -- Vitamin D deficiency in young children can result in abnormal bone and tooth development
- -- Vitamin B_2 (Riboflavin) deficiency will result in dimness of vision and certain skin problems
- -- A Folic Acid deficiency can cause anemia in infants and pregnant women
- -- Vitamin B_{12} deficiencies can also cause anemia through a decrease in the number of red blood cells
- -- Vitamin C deficiency can cause the disease known as scurvy with weakness, anemia, and bleeding around joints and underneath the skin

If you have any of these deficiencies and ignore their often obvious symptoms, your condition can become more serious as your body is deprived of these nutrients over long periods of time. For example: A prolonged deficiency of vitamin A can result in complete loss of vision, and prolonged deficiency of vitamin D during childhood can result in such deformities as pigeon chest, enlarged wrists and ankles, and bowed legs or knock knees.

So you can see that the somewhat general symptoms you may be experiencing might be due to an underlying vitamin deficiency with possible severe consequences if prolonged.

Mineral Deficiencies

You Need Them Everyday - Like vitamins, minerals are also essential nutrients needed to keep your body running smoothly. Minerals have specific body building and regulating functions, and if your body is deprived of these essential nutrients, you more than likely will develop some uncomfortable and serious symptoms. Let's look at some of these minerals and some of the problems that can arise when there is a deficiency:

Iron

-- A reduction in the number of red blood cells or a reduction in the amount of hemoglobin in the red blood cells is called anemia. Since hemoglobin contains iron, an iron deficiency may reduce the amount of hemoglobin in the cell and cause iron-deficiency anemia.

-- In women, iron-deficiency anemia is common. Loss of iron during menstrual bleeding, pregnancy, and breast feeding an infant may be severe. If a pregnant woman does not have sufficient iron stored in her body, she will not be able to provide her child with iron, as a result, the infant may develop severe anemia at about four to six months of age.

-- A person with an iron deficiency is generally weak and often dizzy with ringing in the ears and spots before the eyes. If the anemia is severe shortness of breath, rapid pulse, fainting, and even coma may result.

Calcium

-- A dietary deficiency of calcium in early childhood can result in poor bone and tooth structure, stunted growth, cramps, increased nervousness, irritability and rickets (a bone disease) may develop.

Phosphorus

-- Since calcium, phosphorus and vitamin D all work together to build strong, sturdy bones and teeth, a deficiency of one often means a deficiency of the others as well. As a result the symptoms of a phosphorus deficiency will be quite similar to that of calcium and vitamin D. Hence, poorly developed teeth and bones, stunted growth, weakness, loss of weight and rickets may develop.

Fluorine

-- Tooth decay is probably the most common disease affecting the human race.

-- Bacteria in the mouth are responsible for the destruction of tooth enamel. The bacteria feed on carbohydrate food particles present in the mouth, and produce an acid which eats away at the tooth surface.

-- Fluorine is a mineral that can help strengthen tooth enamel, especially in the developmental years, and lessen the severity of tooth decay. Fluorine is provided in most city water supplies.

How To Overcome Such Deficiencies

Balanced Diet VS. Dietary Supplement - If you have any of the deficiencies we have just discussed, your solution is a simple one - simply increase the amount of the deficient nutrient. This can be accomplished in two ways:

1. Eating a balanced diet
2. Taking dietary supplements

In Support Of The Balanced Diet - The natural way of obtaining the nutrients you need in adequate amounts is by eating well-balanced, well-planned meals throughout the day. Vitamins and minerals are supplied in abundant amounts by the foods we eat. In fact, the Food and Nutrition Board of the National Research Council recommends that dietary needs be satisfied by foods. So, except for persons with special medical needs, there is no scientific basis for routine use of dietary supplements.

Vitamin Pills And Their Problems - Every year many millions of dollars are wasted by consumers on a variety of dietary supplements. The promotion of vitamin supplements and special diet foods is often misleading and deceptive. As is true in most businesses, the level of honesty among producers and salesmen of nutritional products varies. Sometimes there is outright deception, and in other cases, the salesman means well but is uninformed or misinformed about scientific nutrition.

Save Your Money - The health food store can sometimes be a center for misinformation. There is nothing basically wrong with the products stocked in these stores, but what may be wrong is the claims made for these products. A bottle of vitamin pills might be exactly as described on the label, but if it is claimed to have some unproven beneficial effect, then that is a deception.

Potential Hazard - Probably the most serious damage to health occurs when a person relies on self-diagnosis and treatment and fails to seek medical help for a serious illness. This often happens when the person notices symptoms of illness, but decides that the symptoms are due to a dietary deficiency and tries to treat his problem with a food supplement (vitamin pills).

Toxic Effects - Too much of almost anything can be toxic (poisonous) to the body, and this is true of vitamins as well. Vitamins A and D are fat soluble and can accumulate in the body producing toxic effects. Routine use of the B-Complex vitamins can also present certain problems. Since the B-Complex vitamins do work together, they need one another. So if a person is taking supplements of one component of the complex he could be creating a deficiency of the other components. Also, certain of the B vitamins are known to react with other drugs which could lead to trouble.

Legislation - As of October 1, 1973, dosages of vitamins A and D that exceed certain levels can be sold only by prescription, and beginning January 1, 1975, pills and capsules containing more than 150% of the established recommended daily allowance for any vitamin will be labeled and sold as drugs rather than as dietary supplements.

Recommendations To End the Dilemma

Your best protection as a consumer is to remember the basic principles of nutrition and be a little skeptical when someone makes unproven claims for a dietary supplement. Money is better spent for good food to be used in well-planned and carefully prepared meals.

Student: ______________________ File Code: 63.01.02.02.A2-2

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LAP TEST: VITAMIN AND MINERAL DEFICIENCIES

1. Vitamin D deficiency in a very young child can cause:

   A. hemorrhage.
   B. brain lesions.
   C. poor eyesight.
   D. the bones to be malformed.

2. Under which conditions is folic acid deficiency most common?

   A. pregnant women and infants
   B. older men and women
   C. middle age men and women
   D. students

3. Scurvy is a disease associated with what vitamin deficiency?

   A. folic acid
   B. iron
   C. vitamin C
   D. vitamin D

4. Who is more likely to suffer from an iron deficiency?

   A. miners
   B. elderly men
   C. middle age men
   D. women

5. What substance can help combat tooth decay?

   A. iron
   B. iodine
   C. carbohydrates
   D. fluorine

6. A person's dietary needs can best be met by:

   A. becoming a vegetarian.
   B. taking nutritional supplements.
   C. eating a well-balanced diet.
   D. fasting.

7. The vitamin B complex:

   A. prevents rickets.
   B. is unimportant to normal body functioning.
   C. works together.
   D. cannot be obtained through foods.

8. Anemia can result from a deficiency of:

   A. fluorine
   B. vitamin D.
   C. riboflavin.
   D. iron and vitamin B_{12}.

9. Vitamin D works with what other nutrients to build strong bones and teeth?

   A. carbohydrates and starch.
   B. iodine and riboflavin
   C. vitamin K and iron
   D. phosphorus and calcium

10. Routine use of dietary supplements is for:

   A. elderly people.
   B. anyone who can afford it.
   C. young children.
   D. persons with special medical needs.

LAP TEST ANSWER KEY: VITAMIN AND MINERAL DEFICIENCIES

1. D
2. A
3. C
4. D
5. D
6. C
7. C
8. D
9. D
10. D

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Mountain-Plains Education &
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Learning Activity Package

Student: ______________________

Date: ______________________

PERFORMANCE ACTIVITY: Diet and Disease

OBJECTIVE:

To identify the symptoms, processes and remedies of certain nutritionally related diseases.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

LAP: "Diet and Disease"
Mutiple-choice test and key

PROCEDURE:

1. Read LAP, "Diet and Disease".
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): D. Pedersen/R. Wall

DIET AND DISEASE

Is Your Diet Slowly Killing You? - Some of today's common, chronic health problems do have a nutritional basis. Our medical technology has almost completely wiped out death due to infectious diseases, leaving the chronic diseases (diseases encountered in later life) to take their toll. Today certain chronic diseases are showing up at earlier and earlier ages, and some of these chronic diseases are definitely linked to the types and quantities of the foods we eat.

Circulatory Ailments

Fatal Build-up - Atherosclerosis and cholesterol are two terms you have probably heard in recent years. Let's look at what these terms mean and how they relate to your diet and general health. Atherosclerosis is a disease affecting the blood vessels of the body. Your circulatory system is like a network of water pipes, as the water pipes supply your city with water, your circulatory system supplies your body with blood. If the water pipes of your city become blocked no water could get through. This would cause some inconvenience but would not result in fatal consequences. However, a stoppage or decreased supply of blood to the body tissues can have serious and sometimes fatal consequences.

Who's Responsible? - Atherosclerosis is a disease which decreases the inside diameter of the blood vessels of the body making the pipes smaller and smaller. This increases the work load placed on the heart.

> Example: Think of a garden hose with a nozzle on the end. You can twist the nozzle and produce a finer spray while increasing the pressure. As atherosclerosis narrows the blood vessels, the pressure on the heart and vessels also increases. This makes the heart work harder.

The chemical substance responsible for this situation is cholesterol. Don't get the wrong idea, cholesterol is naturally manufactured by the body and is necessary for normal body functioning. It is excess cholesterol that causes the problem and this excess cholesterol is usually dietary cholesterol.

How The Killer Works - Many studies indicate that the amount of cholesterol in the blood appears to be related to the amount of cholesterol in the diet. If there is excess cholesterol circulating in the blood, it can be deposited inside the walls of the blood vessels thus narrowing them and making it harder for the blood to circulate efficiently. People with atherosclerosis are more prone to develop heart trouble, and heart disease is this country's number one killer - claiming more lives than any other disease every year.

The American diet is partly responsible. Americans consume, on the average, 800 to 1,000 milligrams of cholesterol per day from meat, eggs, milk, and other dairy products. Blood cholesterol levels do vary according to the individual, however, but this intake of cholesterol is considered to be high even in individuals who need more cholesterol than normal.

What You Can Do - The level of cholesterol in your blood can be measured by the doctor. This should be done to see where you stand. A normal adult male will have a level somewhere between 150 and 250 Mg%. (That is milligrams per 100 milliliters of blood.) If your cholesterol level is discovered to be much higher than this, the content of your diet should be changed. Foods high in cholesterol should be avoided. Foods such as:

-- Pastry and bakery products
-- Butter
-- Whole Milk
-- Cream Cheese
-- Liver and kidneys
-- Fatty meats
-- Egg Yolks

Foods low in cholesterol should be included in the diet. Foods such as:

-- Fish
-- Lean Poultry
-- Trimmed cuts of lean meat
-- Vegetables and fruits
-- Cereals
-- Skim milk, cottage cheese
-- Potatoes
-- Plain breads and rolls
-- Polyunsaturated margarines and oils
-- Spaghetti and macaroni

Also animal fats (or saturated fats) in the diet should be replaced by plant fats (or polyunsaturated fats).

Example: Butter should be replaced by margarine, and vegetable oil should replace lard and fats of animal origin in the diet.

The Case For Exercise - Exercise has also been used as a device to lower cholesterol. Physical exercise helps to use up the excess cholesterol so less is deposited in the walls of the vessels. A moderate amount of exercise should be included in your daily routine.

Digestive Ailments

Are Rolaids Your Bag? - Due to the uncontrolled nature of their diet, many Americans suffer from constant indigestion, with such uncomfortable symptoms as:

-- Heartburn (pain high under the breast bone)
-- A sense of fullness
-- Frequent belching

Do you have any of these symptoms? If you do, and there is no organic disease causing them, they may be caused by poor food habits or hurried and irregular meals. If you live for much of the day on doughnuts and pastries and frequent cups of coffee or soda pop with a proper meal only in the evening, you are a good candidate for indigestion. Overeating, which has become the norm for most Americans, can also produce discomforting indigestion.

What You Can Do - Find time for rest and relaxation during meals. Food eaten at a moderate pace under relaxed conditions has a better chance for proper digestion. If you are plagued by constant indigestion you may try avoiding foods that are known to be hard to digest. Foods such as:

- Lobster
- Sardines
- Peanuts and other nuts
- Raw apples
- Garlic
- Pickles

Also gas-forming vegetables and fruits, which can cause discomfort, might be avoided. These include:

- Cabbage
- Brussel sprouts
- Broccoli
- Cauliflower
- Dried Peas and Beans
- Onions
- Turnips
- Green Peppers
- Radishes
- Cucumbers
- Melons

Overweight

Fat Isn't Beautiful - One problem that is obviously linked with diet is the problem of being overweight. Many Americans have this problem due to faulty eating habits, particularly overeating. The problem is simple, an overweight person accumulates more calories than he expends. Eating large meals with excess calories would be fine if the person were active enough to burn off these excess calories. The trouble is that life is easier today than in the days of our grandfathers, but our diets have not decreased to correspond to the decrease in physical activity.

Example: Your grandfather may have eaten a breakfast of eggs, bacon, pancakes, etc. Then spent the day plowing the fields. Where as, you eat the same breakfast and sit at a desk all day. Your body just doesn't need these excess calories to function properly.

If this example applies to you, pounds of unsightly fat may be accumulating around your middle. You may also be experiencing other complications. You may be less agile than in earlier years, have more balancing problems, move more slowly, and have more physical accidents than people of normal weight.

Serious Complications - Aside from these complications, studies have shown that heart and blood vessel diseases, diabetes, gallbladder disease, cirrhosis of the liver, certain forms of cancer, and arthritis, all seem to occur more often or can be more serious in overweight people than in people of desirable weight.

What Can You Do? - As you can see the problem of being overweight can lead to some serious complications. The solution is simple to state but often hard to accomplish. To lose weight the number of calories burned up through your daily activities must be greater than the number of calories taken in at meal time. This, for most people, is hard to accomplish. One's appetite is hard to control after being used to eating in an uncontrolled fashion.

The Dieting Drag - The dieting person should be under the supervision of a doctor. Cutting down on calories does not mean cutting down on the nutrients essential for normal body functioning. Your doctor will see to it that your nutritional requirements are satisfied while you are dieting. Crash and fad diets can often lead to nutritional deficiencies and so any diet you decide on should be discussed with your doctor before you start on it. You can best lose weight on a balanced diet eaten in moderation.

Underweight

Thin Is In - But Play It Safe - A person who is underweight is obviously burning up more calories than he is taking in. There is also a possibility that he is not receiving an adequate supply of essential nutrients which could lead to a variety of deficiency diseases. Being underweight can produce some uncomfortable and potentially dangerous symptoms, such as:

- Increased susceptibility to infections
- Lack of physical endurance
- Easy fatigue
- Inability to concentrate

What You Can Do - If you are markedly underweight for your size the solution to your problem is a simple one - eat more. You need to increase the amount of calories you take in, in order to exceed the amount you use up. Replace low-calorie foods with high-calorie ones.

Example: Replace skim milk with whole milk and eat lots of ice cream, shakes, and malts.

People who are extremely underweight should consult a doctor for his advice, because the reason may not simply be a lack of calories but some underlying organic disorder.

Disease And Nutrition Over The Long Haul

An Ounce Of Prevention - Being sick in today's often insensitive and uncaring society is inconvenient, often unnecessary, and always costly. The cost of adequate health care increases every day. You, as a consumer of health care, are the one who must bear the burden of this increasing cost. Here are some questions that may apply to you:

- Are the majority of illnesses you and your family suffer due to nutritional problems?

-- Do you spend more on medical care for nutritionally related problems than other people?

If your answer to these questions was yes, you may want to consider a type of medicine that costs relatively little and can be administered by you. "Preventive Medicine" is what we're talking about, and the best way to prevent most nutritionally related problems is through good nutrition. Eating well-balanced meals of good foods containing the nutrients essential for normal body functioning is your best protection against nutritional problems and the high costs which often accompanies them.

Cheaper In The Long Run - That's right, it's cheaper in the long run to pay a little more for good foods, for well-planned and carefully prepared meals, than to be burdened with the high costs of nutritionally related medical problems either now or later on in life. You can beat the high cost of medicine by utilizing the basic concepts of nutrition. This is not to say, however, that you should seek to save money on adequate medical care when you or a member of your family is ill, but rather that if you develop good nutritional habits there is less likelihood that you will become ill, which in the long run means less money spent on medical bills, medicines, and other health related expenses.

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Mountain-Plains Education &
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LAP TEST: DIET AND DISEASE

1. Atherosclerosis is a disease affecting:

   A. digestion.
   B. the eyes.
   C. the blood vessels.
   D. the skin.

2. A high level of cholesterol in the blood is potentially dangerous because:

   A. the excess can be deposited in the walls of the blood vessels.
   B. cholesterol is not normally found in the body.
   C. it is a poison contained in many plants.
   D. excess cholesterol can cause cancer.

3. Foods low in cholesterol are:

   A. vegetables and fruits.
   B. liver and kidney.
   C. whole milk.
   D. eggs.

4. To lose weight a person should:

   A. keep the diet essentially the same but decrease physical activity.
   B. decrease essential nutrients but increase the amount of calories taken in.
   C. decrease calories but still eat an adequate amount of essential nutrients.
   D. increase both calories and physical exercise so caloric intake and caloric expenditure are balanced.

5. Where does excess cholesterol come from?

   A. accumulates after an infection such as the flu
   B. is manufactured by the body
   C. is excreted when red blood cells die
   D. dietary sources

6. Serious complications such as heart and blood vessel diseases, diabetes, and cirrhosis of the liver seem to occur more often in:

A. people of desirable weight.
B. teenagers.
C. overweight people.
D. infants.

7. To gain weight you should replace low-calorie foods with high-calorie foods, such as:

A. keep the diet the same - just increase physical exercise.
B. replace margarine with butter.
C. replace cream cheese with cottage cheese.
D. replace skim milk with whole milk.

8. "Preventative Medicine" when applied to nutrition refers to:

A. the very costly drugs used to combat malnutrition.
B. taking various vitamin supplements.
C. medicine taken due to a nutritionally related illness.
D. eating right to prevent illness.

9. Atherosclerosis is a disease which:

A. causes pain in the joints, much like arthritis.
B. causes a dimness of vision.
C. causes kidney failure in very old people.
D. narrows the inside diameter of the blood vessels.

10. The blood cholesterol level of a normal American adult male is from:

A. 10 - 50 Mg%
B. 250 - 500 Mg%
C. 150 - 250 Mg%
D. 50 - 100 Mg%

LAP TEST ANSWER KEY: DIET AND DISEASE

1.	C
2.	A
3.	A
4.	C
5.	D
6.	C
7.	D
8.	D
9.	D
10.	C

Student: ______________________ File Code: 63.01.02.00.B2-2

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UNIT POST TEST: NUTRITION AND YOUR HEALTH

63.01.02.01.

1. Your blood sugar level:

   A. is lowered after eating.
   B. can influence the way you feel.
   C. remains at a constant level.
   D. has no bearing on the way you feel.

2. Eggs are included in which food group?

   A. vegetable and fruit group
   B. meat group
   C. breads and cereals group
   D. dairy foods group

3. What nutrient should be included at breakfast to provide lasting energy?

   A. sugar
   B. fats
   C. vitamins
   D. proteins

4. In the mother-child cycle of poor nutrition:

   A. deficiencies in the mothers diet affect the developing baby.
   B. the developing baby is unaffected by the nutritional intake of the mother.
   C. the baby is affected only after birth.
   D. does not exist in this country.

5. Toast and jam at breakfast would supply lasting energy throughout the morning if accompanied by:

   A. a vitamin supplement.
   B. a cup of coffee.
   C. orange juice.
   D. an egg.

63.01.02.02.

6. What vitamin deficiency can cause night blindness?

   A. riboflavin
   B. vitamin A
   C. vitamin D
   D. vitamin B_{12}

7. When a person suspects a disease symptom to be nutritionally caused he should:

   A. ask the salesman at the health food store what to do.
   B. stock up on vitamin pills.
   C. consult a doctor.
   D. drink a substantial amount of fish liver oil.

8. Toxic overdoses of vitamins A and D can occur when taking vitamin supplements because:

   A. there is no danger from vitamin overdose.
   B. these vitamins are toxic even in small amounts.
   C. these vitamins can accumulate in the body.
   D. these vitamins are harmful to begin with.

9. Your money is better spent for:

   A. vitamin supplements.
   B. good foods for well planned meals.
   C. high cost health foods.
   D. mineral oils.

10. Where is fluorine usually obtained?

    A. in most drinking water.
    B. carrots.
    C. green vegetables.
    D. bread.

63.01.02.03.

11. Individuals with atherosclerosis have a greater chance of contracting:

    A. urinary tract infections.
    B. heart disease.
    C. liver disorders.
    D. kidney damage.

12. Which is the best and safest way to lose weight?

    A. short term crash diets
    B. eating less calories on a well balanced diet
    C. fad diets
    D. diet pills

13. If you have constant indigestion not caused by some organic disease:

    A. you should eat foods like raw apples, pickles, and sardines.
    B. you should eat fast so your digestive system can start working on the food right away .
    C. you should eat unhurried and regular meals.
    D. you should take Rolaids or other such medicine to mask the symptoms.

14. Which chemical substance contributes to atherosclerosis?

    A. folic acid
    B. cholesterol
    C. insulin
    D. niacin

15. Besides diet, what other device will help lower blood cholesterol levels?

    A. bio-feedback techniques.
    B. a decrease in physical exercise
    C. anti-hypertensive drugs
    D. an increase in physical exercise

UNIT POST TEST ANSWER KEY: NUTRITION AND YOUR HEALTH

LAP 01	1.	B
	2.	B
	3.	D
	4.	A
	5.	D
LAP 02	6.	B
	7.	C
	8.	C
	9.	B
	10.	A
LAP 03	11.	B
	12.	B
	13.	C
	14.	B
	15.	D

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Mountain-Plains Education &
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Glasgow AFB, Montana 59231

Learning Experience Guide

UNIT: GROOMING AND IMPRESSIONS

RATIONALE:

Good grooming is important in making a good impression, and is thus important in relating to other people, in particular to prospective employers.

PREREQUISITES:

None

OBJECTIVES:

Understand and identify the reasons for being concerned about good personal grooming, the technique of good personal grooming and the importance of good grooming on a job interview.

RESOURCES:

Instructor prepared LAPs.
Multiple-choice test and keys.

GENERAL INSTRUCTIONS:

1. Check your SPR and complete those LAPs which you did not prevalidate.
2. After completion of required LAPs, take the unit test.
3. If test is completed with 80% accuracy, go on to the next unit indicated by your SPR.
4. If test is completed with less than 80% accuracy, find and reread sections of LAPs which present the information regarding those which you got wrong.
5. Repeat this process until you are able to complete the unit test with 80% accuracy.

Principal Author(s):

PERFORMANCE OBJECTIVES:

1. As Others See You
2. Personal Grooming
3. Interviewing For A Job

EVALUATION PROCEDURE:

80% accuracy on a multiple-choice unit test.

FOLLOW THROUGH:

Proceed to do first LAP.

Student: ______________________ File Code: 63.01.03.00.A2-2

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UNIT PRETEST: GROOMING AND IMPRESSIONS

63.01.03.01.

1. The impressions that people gather of us are determined most by:

   A. our interpretation of their reception.
   B. their interpretation of our signals.
   C. our observations on their meetings.
   D. their signals regarding our interpretation.

2. The way you look, dress, smell, act and talk are all:

   A. interpretations of your inner being.
   B. signals that you send.
   C. reflections of other peoples attitudes toward themselves.
   D. intercepted points of relief.

3. Regarding the ways in which other people interpret how you look, dress and act, it would be most true to say:

   A. you cannot control it.
   B. you cannot be hurt by it.
   C. such interpretations are always fair.
   D. such interpretations are infrequent.

4. How can you change the ways in which someone else interprets your signals?

   A. by changing the signals.
   B. by changing your own interpretations.
   C. by meeting more people.
   D. by interpreting others less.

5. People are more likely to accept you for what you are when:

   A. you do not offend them by your appearance or grooming.
   B. you dress like you feel you should.
   C. there are several people who feel you can't be as bad as you look.
   D. there are few people who look like you.

63.01.03.02.

6. The American employer seeks to hire attractive people mostly because:

   A. they are more likely to be honest and dependable than unattractive people.
   B. they are easier to train than unattractive people.
   C. these are the people his customers appreciate.
   D. they have the ability to make customers uneasy and, therefore, more prone to buying.

7. To be attractive means the same as:

   A. to be sensuous and seductive.
   B. to have a pleasing appearance.
   C. to be innately beautiful.
   D. to lean towards one side or the other.

8. In order to keep your hair attractive, it is usually recommended that you shampoo it:

   A. at least (4) times per month.
   B. at most (3) times per week.
   C. at least (3) times per week.
   D. at least (2) times per week.

9. The rewards you receive from attractiveness may be even more significant than those you receive from your vocational training because:

   A. to get and progress in a good job you need not only the necessary skills but the necessary attractiveness as well.
   B. there are no jobs for unattractive people.
   C. there are no jobs for people who do not have some vocational training.
   D. to get and progress in a good job all you need is attractiveness.

10. Attractiveness usually requires effort, money, and:

   A. skill.
   B. beauty.
   C. sweat.
   D. patience.

63.01.03.03.A2-2

11. Many places which offer jobs that are so good that they seldom have to be advertised can be located best through:

    A. the newspaper want-ads.
    B. a private employment service.
    C. the telephone book.
    D. a state employment office.

12. Whenever you make contact with a prospective employer in person, it is most important that you dress:

    A. appropriately.
    B. stylishly.
    C. provocatively.
    D. lavishly.

13. When you are calling a place of business to find out if they have any job openings that you would be interested in, you should state your name, what type of work you do, and say something like:

    A. "I'm looking for a job. Do you have any openings?"
    B. "Hey, you got any jobs there?"
    C. "Tony told me you got a job there. What have you got?"
    D. "If it wouldn't be too much trouble to ask, do you have any jobs which would keep me as I have been accustomed?"

14. Which of the following would probably be the most appropriate form of dress when interviewing for an auto mechanic's position?

    A. levis and a sweat shirt
    B. sport shirt and slacks
    C. suit and tie
    D. coveralls

15. A written account which describes such things as yourself, your education, and your past work experience is called:

    A. a resume.
    B. working papers.
    C. an historical profile.
    D. backup file.

UNIT PRETEST ANSWER KEY: GROOMING AND IMPRESSIONS

Lap 01 1. B
2. B
3. A
4. A
5. A

LAP 02 6. C
7. B
8. C
9. A
10. A

LAP 03 11. C
12. A
13. A
14. B
15. A

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Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: As Others See You

OBJECTIVE:

To identify the components and mechanics of making a good impression.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "As Others See You."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "As Others See You."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

AS OTHERS SEE YOU

The Signals We Give And Receive

Interpreting signals. Clothes and appearance are a way of saying who you are. They express your personality, your individuality. But remember that you are living among people who naturally interpret who you are. In other words, people pick up your signals (the way you look, dress, smell, act and talk). Using these signals, they explain to themselves what kind of a person you are. They interpret your signals according to similar signals they have received in the past.

We interpret what another person is like through the signals we receive. Compare the following two examples.

---Carol always looks at the ground when she is talking to you. She rarely meets your eyes during a conversation.

---Sally talks easily with people. She always looks at you when you are talking and she acts interested in what you are saying.

What impressions do you have of the personalities of these two people? Most of us would interpret Carol's signals as shyness or bashfulness. Sally would probably be considered confident and out-going. The impressions made from these signals are generally correct so most of us accept them as facts.

As you can see, expressing your personality is not just a matter of what you think or how you view yourself. Your personality is constantly being interpreted by people around you.

The signals are yours -- but the interpretation ain't. You can control the signals you send out by the way you look, dress, and act. However, you cannot control the way another person will interpret those signals. The past experiences of the person who is interpreting will affect how he feels about certain signals.

Example: When you see a young man with very long hair, you may interpret this signal as a sign that the man is carefree and happy. Another person may see the same young man and interpret him as being "just another one of those rich, spoiled kids who never have to work." Actually the young man may be neither carefree and happy nor rich and spoiled. Yet these were the ways his signals were interpreted.

So you see, you cannot control the ways in which other people interpret the way you look, dress and act. Their past experiences may be entirely different than your own. They may interpret you as being entirely different than the way you see yourself.

So why even try? Although you don't have control over the way others will interpret your signals, you do have control over the signals you send. By adjusting your signals, you can make good impressions on people around you.

We see people respond with favor and enthusiasm toward some people and not so much toward others. Perhaps you've noticed that there are some people who seem to make a good impression on everyone they meet. Why is this? Well, the main reason is attractiveness. Some people are more attractive than others. So what is it that makes people attractive?

The way two people look may be entirely different, yet both can be considered attractive. One man may have longer hair; the other may wear a crew-cut. One may be wearing an expensive suit while the other is wearing jeans and a shirt. What do they have in common that makes them both attractive?

1. They are clean -- no bad breath or body odor.
2. Their hair is clean and combed.
3. They are shaven or have well-trimmed beards. For women, their makeup is neat and not too heavy.
4. Their clothes are clean and pressed. They may not be wearing the latest fashions, but their clothes are in good repair -- no ripped-out seams, no holes, no buttons missing.
5. They are dressed right for the occassion -- not too dressy, not too casual.

Grooming is a major part of being attractive. You don't have to be strikingly beautiful or handsome to be attractive. But you do have to take the time and effort to make the most of what you've got. Good grooming shows that you take pride in yourself. This will leave a good impression on the people you meet.

"My friends don't judge me." We are constantly sending out signals. The people around us, whether friends or strangers, pick up these signals and use them to create impressions of us. It is true, however, that friends might not be as critical as people who don't know us. The reason is probably that their past experiences are similar to ours. Thus, they interpret signals much the same way as we do.

Example: A person who does not like sloppy people will not chose someone for a friend who dresses sloppily. In fact, he will probably avoid people who appear sloppy and so would remain a stranger to that kind of person.

Just as sure as we live and breathe, we are sending out signals. Every minute someone is making impressions of us. What kind of impression would you make right now?

Expressing Your Personality

The "I don't care" syndrome. Are you saying, "I don't care what other people think. I'm different and I'm going to be me?" This is all well and good, but is that person that you are the best person you can be? Saying "I want to be me" doesn't mean "I want to be an outcast; someone others look down on."

It is a fact that good impressions make a difference and especially in the job market. Remember that this is an employer's market. He can pretty much pick and choose who he wants working for him. A good business man wants to please his customers so that they will come back. He is naturally concerned, therefore, that the people he hires will be the kind of people that will make a good impression on his customers.

---would the customer be offended by a store clerk with bad body odor?

---what would the customers think of an employee who was dirty and sloppy?

Even mechanics meet customers at times and must make a good impression on them. Neatness is important for him too.

> ---what would you think of a mechanic who left grease marks on the inside of your car because he carelessly forgot to clean his hands before he drove your car?

The "I'm so misunderstood" syndrome. "Why is everyone picking on me? Why can't they accept me for what I am?" Remember that you cannot control the way others will interpret the signals you send. You cannot change what the signals mean to other people. You can only change the signals.

Example: Let's say a person dyed his hair green to show his individuality. Most people would interpret his green hair negatively. In other words, they would probably reject him because of his green hair. Their past experience would tell them that a person who would seriously dye his hair green must be crazy, weird, or at least different from themselves.

To ask someone to trust a person with green hair is to ask them to forget everything they have learned in the past. This is impossible for most of us to do. People are more likely to accept you for what you are if you do not offend them by your appearance or grooming.

Of course,no one can please all of the people all of the time. For this reason we tend to sort out people we please, and avoid those we offend. However, when someone finds they are offending more people than they are pleasing, it may be time for some real soul-searching. Adjustments in appearance may need to be made.

Example: Let's take a hippie, for instance. His style of dress pleases some people and irritates others. Whether or not his style of dress would be acceptable or not would depend on who was doing the interpreting. If this person were applying for a job in a small conservative community, he would probably have to make some changes in the way he looks and dresses.

Am I copping-out? Is it really a cop-out to change your appearance to make good impressions on others? As was said before, the job market is tight and the competition for a job is tough. You will probably find that you will have to meet the employer's standards of dress and appearance before he will give you a job.

Quite often you may find that after you've worked for an employer awhile, you can let your hair grow a little longer and perhaps dress a little more casually. By starting out with a clean-cut look the employer will grow to trust you and will make allowances for more liberal appearance as he gets to know you. However, an employer will still expect good grooming from you. Even though your hair is longer or your style of dress more casual, he will still expect you to be clean and neat. Remember, you are his representative to the customers.

Most of us can find ways of expressing our individuality that do not offend others. No two people look exactly the same. This is an expression of individuality right here. There is no better way to express the kind of person you are than to be the best person you can be. Now that's a true individual!

Student: ______________________ **File Code:** 63.01.03.01.A2-2

Date: ______________________ **Date Published:** 11-14-74

Mountain-Plains Education &
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Program, Inc.
Glasgow AFB, Montana 59231

LAP TEST: AS OTHERS SEE YOU

1. How do we usually communicate who we are to other people?

   A. through the signals we send
   B. by means of our relatives and friends
   C. through daily meetings and conferences
   D. by means of our own powers of thought

2. It is true to say that the signals you send are yours, but:

   A. so is their interpretation.
   B. their interpretation is not.
   C. no one else can interpret them.
   D. they do not mean much of anything

3. How can you change the ways in which someone else interprets your signals?

   A. by changing the signals.
   B. by changing your own interpretations
   C. by meeting more people
   D. by interpreting others less

4. What is the main reason that some people make a good impression on everyone they meet?

   A. they express their individuality through unique clothes and accessories
   B. they make themselves attractive to other people
   C. they are more religious than most other people
   D. they see themselves as they would like to be seen by others

5. Which of the following is most likely to determine how another person will interpret your general appearance?

   A. the time he has spent in school
   B. the way his mind works
   C. the plans he has for the future
   D. his past experience

6. People are more likely to accept you for what you are when:

   A. you do not offend them by your appearance or grooming.
   B. you dress like you feel you should.
   C. there are several people who feel you can't be as bad as you look.
   D. there are few people who look like you.

7. You should probably make adjustments in your appearance when:

   A. you move to a new town in your locality.
   B. you find yourself offending more people than you are pleasing.
   C. you find yourself disagreeing more and more with you wife.
   D. there are no jobs requiring your skill.

8. How can someone go along for years without realizing that his dress and grooming are offending most people?

   A. we tend to misinterpret what our friends are telling us.
   B. most dress and grooming problems are difficult to detect.
   C. we tend to believe what those we offend have to say.
   D. we tend to avoid those whom we offend.

9. Adjusting your dress and grooming to meet the standards of an employer can best be described as:

   A. relentless and nagging.
   B. futile and unnecessary.
   C. a cop-out on the only real values in life.
   D. in your own best interest.

10. It would be most true to say that most people:

   A. can express themselves in only one or two ways.
   B. cannot be changed by the events of the future.
   C. can find ways of expressing their individuality which do not offend others.
   D. cannot be themselves within the restrictions of most employers.

LAP TEST ANSWER KEY: AS OTHERS SEE YOU

1. A
2. B
3. A
4. B
5. D
6. A
7. B
8. D
9. D
10. C

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Mountain-Plains Education &
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Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: ____________

Date: ____________

PERFORMANCE ACTIVITY: Personal Grooming

OBJECTIVE:

To identify the elements, distinctions, and tangible benefits of good personal grooming.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Personal Grooming."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Personal Grooming."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

PERSONAL GROOMING

Attractiveness and employability. Americans, perhaps more than any other people, are just crazy about people who look good, feel good and smell good. There's just no substitute in America for being attractive. Attractive people are looked up to and sought after. Other people want to know them and be with them. Is it any wonder then, that the American employer wants to hire them? He must look out for the best interests of his business. Therefore, he seeks to employ attractive people because these are the people his customers will appreciate and his other employees will enjoy working with.

You can't blame him. You can't blame the American employer for wanting to hire attractive people. Afterall, who wouldn't rather do business with or work with someone who is not only skilled at his job but attractive as well. The job market these days is so competitive that unattractive applicants can no longer kid themselves into believing that an employer can't find someone who not only has skills as good as theirs but is attractive as well. There are just too many applicants (both attractive and unattractive) and too few jobs for employers to have to hire any but the most desirable applicants. If you were the employer who would you hire and once having hired them, who would you promote and give raises to? You be the judge.

> A cook who's fat and sloppy but knows what he's doing or A cook who's neat and clean but also knows what he's doing.
>
> A secretary with bad breath and picks in her nylons who really knows her job or A secretary who smells fresh, dresses neatly and who also really knows her job.
>
> A car mechanic who has holes in his pants and the smell of a hippo but really knows cars or A car mechanic who wears neat clothes, smells fresh and clean, and who also really knows cars.

> A salesman who has a beard which offends half of your customers but who can really sell or A salesman who is clean shaven and can also really sell.

People's objections to other people are not always fair, but you as an employer cannot afford to question their values. You must make hard decisions based upon the facts as you see them. Would you have any difficulty deciding who to hire in these pairs of applicants? Would you hire yourself?

Some honest reactions. Right about now you may be feeling either anger or dispair regarding this so called importance of attractiveness in employability. These are honest reactions which in this case may have been set off by what you believe are unfair practices on the part of employers. That may well be the case, but employers are out to get a certain job done, and they feel that it is only responsible to hire and promote their best applicants and employees. However, because your reactions are real to you, it is only reasonable that we take a closer look at them to see just how real they are in the world at large.

1. Reaction: Stuff it -- If they want me, they'll just have to take me as I am. Sorry about this reaction, but employers don't and they won't. No one has to take you as you are, and as a matter of fact if someone does you might even wonder why. Is this guy really a good employer? Why is he so hard up for workers? Good employers usually find good workers and so if you want to be hired by a good employer it is up to you to fit the qualifications of a good employee.

2. Reaction: It's hopeless -- I'm so unattractive, I'll never get a good job. Although this statement may reflect your present situation, it need not reflect your future situation. Fortunately, attractiveness is within everyone's grasp. Notice, I didn't say beauty but attractiveness, and there is a difference. To be attractive is to have a pleasing appearance and this can be done with or without a large dose of natural beauty. How? Basically by developing a pleasing appearance with special regard for the items mentioned in the following section.

The elements of attractiveness. Although there may be many many applications of these elements, there are really only four basic elements of attractiveness. They are cleanliness, neatness, odorlessness (at least regarding offensive odors), and appropriateness. Here are some of the more common applications of these elements.

1. Attractive hair

---clean and neatly combed
---shampooed at least (3) times per week
---free of dandruff or tangles
---appropriately cut and styled for the job

2. Attractive face

---skin should be clean
---teeth should be clean and free from odors
---makeup should be used to compliment your features (females only)
---hair on head should be cut to compliment you face
---mustache or beard should be clean and neatly trimmed (males only)
Note: beards are not usually recommended for most rural employment situations

3. Attractive body

---you should shower or bathe at least once per day
---you should use an effective deodorant every day
---you should shave your legs every day (females only)
---you should lose any weight which is not appropriate for your height and frame
---your hands and fingernails should be clean and neatly trimmed

4. Attractive dress

---you should dress appropriately for the occasion
---your clothes should be clean and neat
---your clothes should be appropriately coordinated with one another
---your clothes should not have any obvious flaws such as stains, worn spots, rips or holes
---your shoes should be clean and polished

Attractiveness takes effort. There is no sense kidding ourselves, attractiveness does not come easy. It does take effort. Clothes must be washed and ironed. Stains must be removed. Rips and tears must be sewn. Shoes must be shined. Baths and showers must be taken. Teeth must be brushed and breath freshened. Arms must be deodorized. Nails must be cleaned and trimmed. Hair must be shampooed and combed. Legs or face must be cleanly shaved, and your whole appearance must be pleasingly arranged.

All of these activities do take a considerable amount of effort but the rewards you derive may be well worth it. In fact, the rewards of attractiveness may prove to be even more significant in your life and in your job than the rewards you will derive from your vocational training. Afterall, to get and progress in a good job, you must not only have the necessary skills, but the necessary attractiveness as well.

Attractiveness takes skill. Although there are only four basic elements of attractiveness, it is not always that easy to put them all together. In other words, attractiveness does take some skill. It is something which must be learned and practiced, just like typing or tennis, before one really becomes good at it.

Perhaps one of the best ways to learn how to "put it all together" is by noticing what makes others whom you admire attractive and by selectively imitating some of the techniques and styles which they use. Some people always seem to know what to wear and how to wear it, and these are the people who can help you.

Don't be afraid of imitating others in a limited fashion. Imitation is one of man's most effective learning devices, and it is something we all do anyhow, whether we are aware of it or not. What makes us all individuals rather than copies, however, is the fact that we imitate selectively and often adapt what we borrow to fit our own particular features and style. This is just what you should continue to do: imitate selectively and adapt what you imitate. In this way you will be able to pick up a number of useful techniques and styles of attractiveness from a wide range of people, and yet you will also be able to create your own unique attractiveness from their contributions.

Attractiveness takes money. As long as we are being honest, we might as well admit that attractiveness does require a certain amount of money. Money is needed for hair cuts, deodorant, razor blades, shaving cream, shampoo, soap, toothpaste, clothing repairs, new nylons and appropriate clothes.

These are the tools of your trade just as much as a typewriter or socket wrench are, and therefore they must be budgeted for like any other family necessity. Don't let the tools of your trade grow rusty and worn; don't let them run out or fall apart. The tools for attractiveness are well worth the price if they mean successful employment, more promotions, and a better salary.

Just for the few. Although attractiveness has recently been brought within every American's grasp by deodorants that won't quit, shampoos that can be used every day, soaps that moisturize as well as clean, powders that keep the feet dry and odor free, clothes that won't wrinkle in the wash, and mouthwashes that can take your breath away, there are still a few people who refuse beautification. Evidently they have been inspired by that spirit of individuality and personal freedom which enabled our country's first pioneers to sleep with their horses, to wash in the creek at least once a month, to buy an extra shirt every other year, to keep their boots on until summer, and to suck the breath out of a candle at twenty paces. These qualities were certainly admirable during those times of hardship and deprivation. But in these times, when it is becoming so difficult to find work as a mule skinner, a wagon master, a lone prospector or even a trapper, these qualities strike most employers as a bit too earthy, if you know what I mean. It is, therefore, hoped that such individuality and love of personal freedom as is demonstrated by these individuals can be redirected along those lines which will improve their general attractiveness and consequently their employability.

Student: ____________________ File Code: 63.01.03.02.A2-2

Date: ____________________ Date Published: 11-14-74

Mountain-Plains Education &
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Glasgow AFB, Montana 59231

LAP TEST: PERSONAL GROOMING

1. The American employer seeks to hire attractive people mostly because:

   A. they are more likely to be honest and dependable than unattractive people.
   B. they are easier to train than unattractive people.
   C. these are the people his customers appreciate.
   D. they have the ability to make customers uneasy and, therefore, more prone to buying.

2. Today, employers do not have to hire any but the most desirable job applicants because:

   A. there are too many applicants and too few jobs.
   B. there are far too many attractive applicants.
   C. there are far too few applicants with the right qualifications.
   D. the number of unattractive job applicants is so much greater than the number of attractive applicants.

3. To be attractive means the same as:

   A. to be sensuous and seductive.
   B. to have a pleasing appearance.
   C. to be innately beautiful.
   D. to lean towards one side or the other.

4. Why do employers generally feel that is it fair to hire and promote attractive people over unattractive people?

   A. because attractive people are more likely to stay in one job for a long time
   B. because these people tend to work harder than unattractive people
   C. because attractive people are usually more gifted intellectually
   D. because these are the people who can get the job done best.

5. Attractiveness is within everyone's grasp, because everyone:

   A. has the right to be beautiful.
   B. can be beautiful.
   C. is made of the same substances.
   D. can develop a pleasing appearance.

6. The elements of attractiveness are cleanliness, neatness, odorlessness and:

   A. appropriateness.
   B. disproportionateness.
   C. beautifulness.
   D. color quality.

7. In order to keep your hair attractive, it is usually recommended that you shampoo it:

   A. at least (4) times per month.
   B. at most (3) times per week.
   C. at least (3) times per week.
   D. at least (2) times per week.

8. The rewards you receive from attractiveness may be even more significant than those you receive from your vocational training because:

   A. to get and progress in a good job you need not only the necessary skills but the necessary attractiveness as well.
   B. there are no jobs for unattractive people.
   C. there are no jobs for people who do not have some vocational training.
   D. to get and progress in a good job all you need is attractiveness.

9. What is the key to creating your own unique attractiveness by imitating others?

   A. imitate only a very few people.
   B. imitate selectively and adapt what you imitate.
   C. imitate everything from one ideal person.
   D. change your imitations as often as you can.

10. Attractiveness usually requires effort, money, and:

   A. skill.
   B. beauty.
   C. sweat.
   D. patience.

LAP TEST ANSWER KEY: PERSONAL GROOMING

1. C
2. A
3. B
4. D
5. D
6. A
7. C
8. A
9. B
10. A

Mountain-Plains Education &
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Learning Activity Package

Student: ________________

Date: ________________

PERFORMANCE ACTIVITY: Interviewing for a Job

OBJECTIVE:

To identify the principles, procedures and proper behaviors of job interviewing.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Interviewing for a Job."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Interviewing for a Job."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Ron Wall
Sari Clark

INTERVIEWING FOR A JOB

Leave nothing to chance. Interviewing for a job is perhaps the most important step you will take in obtaining and progressing in any job. The impressions which you make at this time will not only determine whether or not you will get the job, but they will also determine many of the opinions and attitudes which your boss will express towards you as concerns your job and your progress in that job. It is for these reasons then that you should make every effort to make a good and lasting impression during your job interview. In order to do this, you will have to prepare yourself well, and you will have to pay very careful attention to every detail of this first encounter with the boss.

Scouting for a suitable job opening. Naturally enough, the first step on the road to setting up any job interview is to find a suitable job opening. Even at this stage you should remember that your attractiveness and the impressions you make are extremely important. Whether you are dealing with an employment counselor or a company secretary, the signals you give are being interpreted and passed on to others. Therefore, you should make every effort to appear pleasing in both appearance and manners. Here are some suggestions as to where you might start.

1. State Employment Office. Your state employment office, which usually has branch offices in each county seat, is a good place to start looking for a job. Each office keeps a current listing of jobs which are available in their locality, and trained counselors will help you to find the job which best suits your qualifications.

2. Private Employment Agencies. These agencies operate much the same way as the state employment office. However, they usually charge a substantial fee (as much as one month's wages) for their services. On the other hand, they often have job listings which are not carried by the state employment office.

3. Newspaper Want Ads. Looking through the want ads in your local newspaper can often put you in touch with some very fine employment opportunities. Most often, however, the description of the job openings placed here are sketchy, and so it will be up to you to make further investigations to find out if the job is really what you want.

4. Telephone Listings. Another very good way to look for possible job openings is by first looking through the listings in your telephone book for the names of companies and businesses which are likely to have the type of job you are looking for. Once you have collected such names, you can then make your own contacts either by phone or in person. Many of the best jobs can be found this way rather than through advertizing or employment services, because such jobs are so popular that they are taken by people who apply in advance of any vacancies. This is what you too might do, and the telephone book is a great aid in doing it.

Making contact. In many instances, you may have to set up your own job interview, and this is every bit as important as the interview itself. After all, if you aren't able to set up the interview, then you can't possible get in to see and impress the boss. Therefore, you should prepare yourself just as carefully for this first contact as you would for the interview itself. Here are some suggestions as to how you might prepare yourself if you are going to make this first contact by phone or in person.

1. Contacting by phone.

   - have paper and pen ready. You can use these to write down your introduction and other information which you should have before you during the call, and you can also use these to take down any information which you are given.

   - have your introduction ready. It should relate who you are and what you want. Example:

     > "My name is John Carlton and I would like to speak to someone about employment with your company."

- have your message ready. Once you have been put in contact with the company employee who handles employment (which may be the boss himself if the company is rather small), you should give your name again, and this time say what you want but in greater detail. Example:

  > "Hello, my name is John Carlton. I'm a transmission mechanic, and I'm looking for a job. Do you have any openings?"

- have your facts ready. If the employer has an opening, he may want some more information about you at this time. You should be ready with the following types of information.

  your address and phone number
  your past job experience, including the companies you have worked for
  your educational background and the job skills which you possess

- have your conclusion ready. If the employer has a job opening which you would like to apply for, try to make an interview appointment. Example:

  > "That job certainly sounds like something I'd be interested in, Mr. Brant. Could I make an appointment to see you for an interview?"

  If the employer does not seem to have a job opening for you at the moment, don't give up hope. Many job openings come up unexpectedly and even the boss can't know about these in advance. Your best bet, therefore, is to leave a good impression and your name, address, and phone number. Example:

  > "Well, I'm really sorry you don't have any job openings at the moment, but I'd like to leave my name, address and phone number with you, if that's alright, just in case any openings come up unexpectedly."

2. Contacting in person.

   Contacting in person or dropping by involves much the same verbal strategy as was presented under "contacting by phone." But in addition, because dropping by implies time, place and visual contact, contacting in person also involves the following considerations.

- try to drop by when the place of business is not too busy. The best time is usually mid-morning for most businesses as this is the time after the boss has given the day's instructions but before things have really started to get busy. At such a time the boss can afford to give you more attention without feeling that he is neglecting his work. Some bad times to drop by are lunch time when everybody is trying to eat, late in the day when everybody is tired, or at closing time when everybody is trying to get home.

- try to dress appropriately for this, your first contact. Depending upon the type of job for which you wish to apply, wear something which would neither make you overdressed (such as a striking evening dress for a secretarial position) nor underdressed (such as coveralls for a mechanic's position). Wear something which is both in keeping with the type of job you hope to apply for and fitting for an interview with the boss (such as a tailored blouse and skirt for a secretarial position or a sport shirt and slacks for a mechanic's position).

  Note: In order to determine when would be the best time to drop by and what would be an appropriate type of dress, you should probably scout the place of business before you actually go there to ask about a job. This way you will be able to observe what the place is like, when it is busy, and how the other employees dress.

The Actual Interview

How you look is O so important! The importance of a clean, neat, appropriate appearance at an interview cannot be overstressed, and your attention to details might make all the difference in the world. One flaw could spoil an otherwise perfect appearance, and sometimes that's all it takes to lose the job. Clean, neat clothes don't count for much if your face isn't cleanly shaved. The shower you took that morning won't mean much either if your wearing a blouse that has a stain on it. Everything else may be perfect, but if the hand your interviewer shakes has dirty fingernails, he won't be very impressed.

How should you look for an interview? You should look your most attractive, because this is so important to employers. Pay close attention to every detail - hair, face, clothes, and shoes. Try to look clean and polished. An employer would much rather hire someone who looks attractive than someone who doesn't. Therefore, it is up to you to look your attractive best.

What you say really counts. The first impression will have been made by your appearance, but now you must support the attractiveness of that appearance with your ability to speak and give information about yourself confidently and knowingly. Introducing yourself properly, answering questions about your qualifications fully, and asking appropriate questions of your own can add quite favorably to the first impression that you have already made. Then too, you may look rather attractive, but if when asked about your previous work experience you can't remember any of the details, that first good impression may well begin to fade.

What should you say? Before you arrive at any interview, you should have a pretty clear idea in your own mind as to what questions you will probably be asked, what answers you would like to give, and what questions you would like to ask. Here are some areas you might wish to go over before you head off for your interview.

1. What answers should I prepare?

   Most assuredly you will be asked about your educational background, your skills, and your previous record of employment. In order to be able to answer questions concerning these areas adequately and confidently, you should prepare such answers as the following.

---Educational Background. Names and addresses of every school you have attended, the dates of your attendance and the number of years you attended.

---Skills. What skills you possess, how good you are at each skill, and where you learned each skill.

---Record of Employment. Names and addresses of all previous employers, title of positions held, description of work performed, dates you were employed and reasons that you left former employment.

As you can see, this would give you an awful lot to remember. That is why it is best to write all of this information down on some sheets of paper. In this form it is called a resume, and it will help both you and the employer to become better acquainted in a short period of time. It will also give the employer a ready reference if he decides to consider you for another job at some future time. Here is a sample of a brief resume.

Name: Walt Green
Address: 61 Maple Street
Glasgow, Montana
Phone: 775-8873

Education:

Montana Vocational Center
Billings, Montana
Attended 9/71 - 6/73
Certificate Awarded 6/73

Glasgow Senior High School
Glasgow, Montana
Attended 9/66 - 6/69
Diploma Awarded 6/69

Skills: Welding
Spray Painting
Body Repair
General Mechanics

Record of Employment:

Ray's Body Shop
1302 Dent Avenue
Billings, Montana
Dates Employed: 7/73 - present
Position: Body Shop repairman and painter

Esson Gas Station
950 Puron Drive
Billings, Montana
Dates Employed: 9/71 - 6/73 (part-time)
Position: Station Attendent and mechanics helper

Bimbo's Bakery
811 Cream Puff Way
Glasgow, Montana
Dates Employed: 6/67 - 9/69 (summers)
Position: Baker's helper

2. What questions should I ask?

Before you accept any job offer you should learn as much about what you are getting into as you can. Such questions concerning the job should not offend a good employer. As a matter of fact a good employer is just as interested in acquainting you with all of the aspects of the job as you are in learning about them. Here are some things which you might ask?

---What exactly will you be doing? What is your job description?

---What is the starting salary? Can you expect any raises?

---What are the possibilities for promotion and advancement?

---What holidays will you be paid for? How much vacation will you get?

---How many paid sick leave days will you get?

---Will there be any overtime? How much will you get paid for it?

---What is the regular work week? What hours will you be working?

---Who will be your supervisor?

You might want to write down the answers to some or all of these questions. Perhaps at a later date, you will have two or more job offers to choose between, and this information may be very essential in helping you to decide which job you want to accept.

Attitude is where it's at. You want to be self-confident, of course, and if you are well prepared, you should be. A mousey, timid, unsure attitude isn't going to give any interviewer confidence in your abilities. On the other hand, no interviewer is going to like a loudmouthed, know-it-all either. What you should do is to try to act like your best self, showing confidence in your abilities but also a willingness to learn new things and to adapt to new situations.

Concluding your interview. At the conclusion of the interview, be sure to express your interest in the job and ask if you can leave your name, address and phone number (if you haven't already given the interviewer a copy of your resume). This way the interviewer will be able to get in touch with you if he selects you for this job opening, as most jobs are not offered at the time of the interview. The interviewer or employer usually wants time to think things over, especially if he has more than one applicant to consider. Thus, it is very important not only to remain pleasant and attractive throughout the entire interview with a sense of good will towards you when you go. This is true even if you have been refused the position outright. Remember, even if the employer doesn't need you now, he may yet have another opening for you later on or he may have a friend who has an opening for you. In any case, it's always to your advantage to leave good feelings behind you.

Student: ______________________ File Code: 63.01.03.03.A2-2

Date: ______________________ Date Published: 11-14-74

Mountain-Plains Education &
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Program, Inc.
Glasgow AFB, Montana 59231

LAP TEST: INTERVIEWING FOR A JOB

1. The impressions which you make at the time of your job interview are so important, because they determine:

   A. how much effort you will be able to give to your new job.
   B. how you are likely to get along with your fellow employees.
   C. whether or not you will get the job.
   D. whether or not you will have the skills necessary for the job.

2. Many places which offer jobs that are so good that they seldom have to be advertised can be located best through:

   A. the newspaper want-ads.
   B. a private employment service.
   C. the telephone book.
   D. a state employment office.

3. Whenever you make contact with a prospective employer in person, it is most important that you dress:

   A. appropriately.
   B. stylishly.
   C. provocatively.
   D. lavishly.

4. When you are calling a place of business to find out if they have any job openings that you would be interested in, you should state your name, what type of work you do, and say something like:

   A. "I'm looking for a job. Do you have any openings?"
   B. "Hey, you got any jobs there?"
   C. "Tony told me you got a job there. What have you got?"
   D. "If it wouldn't be too much trouble to ask, do you have any jobs which would keep me as I have been accustomed?"

5. If you are not going to make an appointment, when is usually the best time to drop by a place of business to ask about any job openings?

   A. about mid-morning
   B. during the lunch hour
   C. first thing in the morning
   D. right at quitting time

6. Which of the following would probably be the most appropriate form of dress when interviewing for an auto mechanic's position?

   A. levis and a sweat shirt
   B. sport shirt and slacks
   C. suit and tie
   D. coveralls

7. In order to determine when would be the best time to drop by and what would be an appropriate type of dress for your job interview, you should probably:

   A. call up and ask.
   B. scout the place of business.
   C. just go as you are and take a chance.
   D. contact the Better Business Bureau.

8. A written account which describes such things as yourself, your education, and your past work experience is called:

   A. a resume.
   B. working papers.
   C. an historical profile.
   D. backup file.

9. When being interviewed for a job, it is best to show an attitude which demonstrates confidence in your abilities but also:

   A. a determination to change things.
   B. a determination to do things your way.
   C. a certain unsureness and timidity.
   D. a willingness to learn new things and to adapt to new situations.

10. At the conclusion of your interview, you should be sure to express your interest in the job and:

   A. the fact that you are undoubtedly the best choice.
   B. your fear that you won't get it.
   C. the fact that you really need this job.
   D. to leave some way for the interviewer to contact you.

LAP TEST ANSWER KEY: INTERVIEWING FOR A JOB

1. C
2. C
3. A
4. A
5. A
6. B
7. B
8. A
9. D
10. D

Student: ____________________ File Code: 63.01.03.00.B2-2

Date: ____________________ Date Published: 11-14-74

Mountain-Plains Education &
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Glasgow AFB, Montana 59231

UNIT POST TEST: GROOMING AND IMPRESSIONS

63.01.03.01.

1. The impressions that people gather of us are determined most by:

   A. our interpretation of their reception.
   B. their interpretation of our signals.
   C. our observations on their meetings.
   D. their signals regarding our interpretation.

2. The way you look, dress, smell, act and talk are all:

   A. interpretations of your inner being.
   B. signals that you send.
   C. reflections of other peoples attitudes towards themselves.
   D. intercepted points of relief.

3. Regarding the ways in which other people interpret how you look, dress and act, it would be most true to say:

   A. you cannot control it.
   B. you cannot be hurt by it.
   C. such interpretations are always fair.
   D. such interpretations are infrequent.

4. An employer is most concerned about the impression you will make on:

   A. his employees.
   B. himself.
   C. his employers.
   D. his customers.

5. The most likely reaction to someone who has dyed his hair green is:

   A. understanding.
   B. sympathy.
   C. rejection.
   D. reconsideration.

63.01.03.02.

6. Today, employers do not have to hire any but the most desirable job applicants because:

   A. there are too many applicants and too few jobs.
   B. there are far too many attractive applicants.
   C. there are far too few applicants with the right qualifications.
   D. the number of unattractive job applicants is so much greater than the number of attractive applicants.

7. The elements of attractiveness are cleanliness, neatness, odorlessness, and:

   A. appropriateness.
   B. disproportionateness.
   C. beautifulness.
   D. color quality.

8. In order to keep your hair attractive, it is usually recommended that you shampoo it:

   A. at least (4) times per month.
   B. at most (3) times per week.
   C. at least (3) times per week.
   D. at least (2) times per week.

9. What is the key to creating your own unique attractiveness by imitating others?

   A. imitate only a very few people
   B. imitate selectively and adapt what you imitate
   C. imitate everything from one ideal person
   D. change your imitations as often as you can

10. Attractiveness usually requires effort, money, and:

   A. skill.
   B. beauty.
   C. sweat.
   D. patience.

63.01.03.03.

11. The impressions which you make at the time of your job interview are so important because they determine:

    A. how much effort you will be able to give to your new job.
    B. how you are likely to get along with your fellow employees.
    C. whether or not you will get the job.
    D. whether or not you will have the skills necessary for the job.

12. Many places which offer jobs that are so good that they seldom have to be advertised can be located best through:

    A. the newspaper want-ads.
    B. a private employment service.
    C. the telephone book.
    D. a state employment office.

13. When you are calling a place of business to find out if they have any job openings that you would be interested in, you should state your name, what type of work you do, and say something like:

    A. "I'm looking for a job. Do you have any openings?"
    B. "Hey, you got any jobs there?"
    C. "Tony told me you got a job there. What have you got?"
    D. "If it wouldn't be too much trouble to ask, do you have any jobs which would keep me as I have been accustomed?"

14. Which of the following would probably be the most appropriate form of dress when interviewing for an auto mechanic's position?

    A. levis and a sweat shirt.
    B. sport shirt and slacks
    C. suit and tie
    D. coveralls

15. In order to determine when would be the best time to drop by and what would be an appropriate type of dress for your job interview, you should probably:

    A. call up and ask.
    B. scout the place of business.
    C. just go as you are and take a chance.
    D. contact the Better Business Bureau.

UNIT POST TEST ANSWER KEY: GROOMING AND IMPRESSIONS

LAP 01
1. B
2. B
3. A
4. D
5. C

LAP 02
6. A
7. A
8. C
9. B
10. A

LAP 03
11. C
12. C
13. A
14. B
15. B

File Code: 63.01.04.00.A2-1 FCC

Date Published: 10-29-74

Mountain-Plains Education &
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Program, Inc.
Glasgow AFB, Montana 59231

Learning Experience Guide

UNIT: CLOTHING AND DRESS

RATIONALE:

Using the principles of dress effectively enhance the appearance and makes the individual more attractive to others, this is an important factor in favorably impressing prospective employers.

PREREQUISITES:

None

OBJECTIVES:

Understand and identify appropriate principles of dress and procedures of fitting attractive and appropriate dress.

RESOURCES:

Instructor prepared LAPs.
Multiple-choice test and keys.
Color Display
Display of Fabric Textures and Patterns
Study Guide: "Principles of Dress"

GENERAL INSTRUCTIONS:

1. Check your SPR and complete those LAPs which you did not prevalidate.
2. After completion of required LAPs, take the unit test.
3. If test is completed with 80% accuracy, go on to the next unit indicated by your SPR.
4. If test is completed with less than 80% accuracy, find and reread sections of LAPs which present the information regarding those which you got wrong.
5. Repeat this process until you are able to complete the unit test with 80% accuracy.

Principal Author(s):

PERFORMANCE OBJECTIVES:

1. Establishing Your Style of Dress
2. Making the Most of your Wardrobe
3. The Principles of Dress

EVALUATION PROCEDURE:

80% accuracy on a multiple-choice unit test.

FOLLOW THROUGH:

Proceed to do first LAP.

Student: ______________________ File Code: 63.01.04.00.A2-2

Date: ______________________ Date Published: 11-14-74

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UNIT PRETEST: CLOTHING AND DRESS

63.01.04.01.

1. Different jobs have different standards of appropriate dress because:

   A. because most customers are not concerned about appropriate dress.
   B. all jobs require you to dress up.
   C. the clothes needed for various jobs are related to the type of work you must do.
   D. of the reality of having a universal dress code.

2. A good rule of thumb to be appropriately dressed on the job is:

   A. to be as clean and neat as possible.
   B. to dress casually so as to put other people at ease.
   C. to dress like you have in the past.
   D. to wear clothes that express your personality so your employer will know where you stand.

3. The secret of becoming a better you is to:

   A. choose clothes which hide your figure flaws.
   B. be aware of your good points and make the most of them.
   C. dwell on your bad points so that you will know what they are.
   D. pick colors and styles of clothing which accentuate your total figure.

4. Your clothes tell others what you are because:

   A. people judge you only by what you wear.
   B. clothing is the most important signal which you send out.
   C. different occupations require different styles of dress.
   D. clothes make you the type of person that you are.

5. Clothes that are acceptable to you:

   A. help you project positive feelings about yourself.
   B. are continually acceptable to those around you.
   C. do not accept your personal confidence and poise.
   D. will insure you of a good job.

63.01.04.02.

6. The first step when adding to your wardrobe is to:

   A. make a spending plan.
   B. inventory what you already have.
   C. budget a reasonable price for each wardrobe addition.
   D. shop all of the sales for "good buys".

7. The time to buy sale items is:

   A. if they look like real bargains.
   B. whenever there is a sale.
   C. on payday when you can afford it.
   D. when they fit into your wardrobe plan.

8. A well-constructed garment has:

   A. instructions for proper care.
   B. buttons.
   C. trim or other decoration.
   D. secure, finished seams.

9. Clothing care is:

   A. needed only for those special occasions, such as job interviews.
   B. a day-to-day chore.
   C. needed only for certain styles of dress.
   D. usually not noticeable.

10. Old garments can add new dimension to your wardrobe:

    A. by challenging your creativity and sewing skills.
    B. by adding a nostalgic touch.
    C. after being altered in size or style.
    D. after they come back in fashion.

63.01.04.03.

11. The type of clothing lines which affect silhouette are:

    A. structural lines.
    B. horizontal lines.
    C. decorative lines.
    D. vertical lines.

12. Which of the following adds width to the figure?

    A. well-fitted shirts and jackets
    B. narrow sleeves
    C. loose-fitting, boxy-type clothes
    D. full-length coats

13. Decorative lines that add height to the figure are:

    A. creases in trouser legs.
    B. belts.
    C. cuffs on pants.
    D. round collars and necklines.

14. The brightness or dullness of a color describes its:

    A. intensity.
    B. value.
    C. complement.
    D. shade.

15. An example of a cool color is:

    A. reddish purple.
    B. orange.
    C. yellow-green.
    D. blue.

UNIT PRETEST ANSWER KEY: CLOTHING AND DRESS

LAP 01	1.	C
	2.	A
	3.	B
	4.	B
	5.	A
LAP 02	6.	B
	7.	D
	8.	D
	9.	B
	10.	C
LAP 03	11.	A
	12.	C
	13.	A
	14.	A
	15.	D

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File Code: 63.01.04.01 A2-0 FCC

Date Published: 10-21-74

Learning Activity Package

Student: ______________________

Date: ______________________

PERFORMANCE ACTIVITY: Establishing Your Style of Dress

OBJECTIVE:

To identify the basic concepts and procedures of establishing an appropriate style of dress.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Establishing Your Style of Dress."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Establishing Your Style of Dress."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

ESTABLISHING YOUR STYLE OR DRESS

Clothes Don't Make The Man (or Woman)
But They Sure Do Help

Clothes tell others what you are. The clothes you wear are probably the most important signal which you send out. The way you dress creates an impression on the people around you whether they realize it or not. Where would a clown be without his costume? He wouldn't be a clown. Or how about a doctor? We recognize a doctor because of the white jacket he wears. By the same token, would a hobo be a hobo if he weren't wearing grubby clothes? Even though everyone wearing a white jacket is not a doctor and everyone wearing grubby clothes is not a hobo, people interpret others according to the signals they receive.

Although you are not a clown, a doctor, or a hobo, your clothes tell people around you what kind of person you are. You express your personality through clothes. You can look like a cowboy, or a businessman, or a hippe, or a race car driver just by changing the clothes you wear. In everyday life, however, the signals other people pick up from the way you dress are less obvious than those. For instance, the clothes you are wearing may tell people that you care (or don't care) how you look, or that you are a neat person or that you are sloppy.

Clothes affect how you feel about yourself. As you are reading this, can you feel your clothes? Are they too tight and restrict your movements? Or are they baggy and get in your way? Comfortable clothes will help you feel more at ease. Perhaps you've worn a pair of uncomortable shoes that by the end of the day made you feel very tired and grouchy? Clothing that doesn't fit comfortably can affect your mental attitude because you feel uncomfortable.

The fit of clothes isn't the only factor about the way you dress which affects how you feel. Do you have a favorite shirt or dress? Maybe you've noticed that you feel better on the days you wear that outfit. Clothes do have a psychological effect on people. For example, a bright, cheery color will lift your spirits more than a dull, dark color. You will find that when you wear clothes you are proud of and feel comfortable in, you will feel more confident and more at ease with the people around you.

Clothes that make you feel comfortable, poised, and confident help you project positive feelings about yourself. If you do not have good feelings about your clothes, they are not acceptable to you. Start now to build a wardrobe that you will enjoy and that will look good on you.

Becoming a Better You-- Accentuate the Positive

Know your good points. In order to emphasize your positive body features you must first know what they are. Everyone has good points that they can emphasize. Look at yourself closely and find the things that you like about the way you look. Maybe you have a handsome face or eyes. Or maybe you have neat-looking hair. There may be something about your personality which you may particularly like. If so, express this through clothes. For instance, you may be very creative and artistic. Express that creativity by adding personal touches to your clothes, like embroidery or hand-made jewelry.

Use clothes to enhance your appearance. Pick colors and styles that look good on you. You can use clothing design to hide the flaws of your particular figure. But don't dwell only on your bad points -- that's depressing. Be aware of your strong points and make the most of these.

Individuality and Selective Plagiarism

What is plagiarism -- and what does it have to do with clothes? Plagiarism is borrowing or copying someone else's ideas and using them as your own. Although plagiarism is frowned on in other areas such as writing, it can be very helpful in establishing your own style of dress. Selective plagiarism in clothing is picking out the things you like about the way another person dresses and adapting these ideas to yourself. Notice the way other people dress, especially those who you think dress well. You can use other people's style of dress to give you ideas for your own.

> Example: You notice that Jim is wearing a loose-fitting vest. You decide that that's just what you need to liven up a couple of your outfits only you'd like it in a different color.

But I'll look like everyone else! You are not and cannot be just like anyone else and noone could ever be just like you. Even if you did look and dress the same as someone else, your personalities would still be different. Each of you would still be individuals because the way you wear the outfits would send off different signals.

A Different You For Every Occassion

The different "yous." Have you ever noticed that you act differently in some situations than in others? You would probably act much differently during a job interview than you would with a group of friends. Not only do you act differently, but you also dress differently for different occasions. In other words, you express a different "you" at different times and places.

All styles of dress are appropriate provided they are worn in the right place at the right time. The occasion rules what is appropriate to wear and what is not.

> Example: A sports shirt and slacks worn while working on the car is just as inappropriate as ragged jeans and T-shirt worn to work.

Being well-dressed means that you express your style of dress according to the situation you are in. You can present different "yous" for different occasions. Appropriateness is a matter of getting the right "you" matched up to the right situation. And being correctly dressed doesn't require an expensive wardrobe, for even expensive clothes can be inappropriate. Can you imagine wearing a mink coat to school? Now that would be inappropriate.

On the job -- the occupational "you." One of the most important "yous" to express is the occupational "you". Your ability to express your style of dress appropriately will affect whether you can get and keep a job. Different jobs have different standards of appropriate dress.

> Example: The type of dress appropriate for a draftsman is different than what is expected of a mechanic and these differ still from what is expected of a cook.

The type of clothes needed for a particular career are related to the type of work you must do. Generally careers where you meet the public require you to dress up more than those where you do not meet customers. However in nearly any career you will have some contact with other people. A good rule of thumb is to be as neat and clean as possible in your particular situation. Be sure to consider what type of clothes are appropriate for the career you choose to go into. Although this may seem like a small consideration now, it may make all of the difference in the world when you enter the job market.

The time is now. Don't wait until you are ready to get a job to establish a wardrobe for the working "you." Start now to budget for the clothes you will need. Planning what you will need and buying one item at a time will save having to spend alot of money all at once. It is not necessary to have alot of clothes. It is much better to have a few basic items such as pants and skirts in basic colors such as brown or blue. Then you can buy shirts, blouses, sweaters, and jackets to match. A coordinated wardrobe with garments that mix and match is less expensive because it allows you to get more wear out of fewer clothes.

Below is a chart of the types of clothes that are generally appropriate for different occupations. However, because dress standards vary from employer to employer, be sure to ask during the job interview what the dress code is for that particular job.

OCCUPATION	APPRORIATE DRESS
secretary, bookkeeper clerk, key punch operator	dress and nylons; pantsuits; nice pants and matching tops.
lodging occupations	suit or sportscoat and tie; slacks, nice shirt and tie. dress and nylons; coordinated pants outfits.
management trainee	suit or sportscoat and tie; turtleneck sweater and jacket. dress and nylons; nice pantsuit.
salesperson	sportscoat and tie or turtleneck sweater; sports shirt, slacks, and tie. dress and nylons; coordinated pant outfits; nice pants and top. wear good, comfortable shoes because you'll be on your feet a lot.
stock clerk	nice pants or slacks with coordinated shirts and blouses; company will usually provide an overshirt or apron to keep from getting too dirty.
draftsmen	suit or sportscoat with tie or turtleneck sweater; sports shirt, slacks and tie. dress and nylons, nice pantsuits.
carpenter	jeans or pants and shirt
mechanic	coverall uniform
food service personnel	clean white shirts with clean pants clean white uniforms.

Student: ______________________ File Code: 63.01.04.01.A2-2

Date: ______________________ Date Published: 11-14-74

Mountain-Plains Education &
Economic Development
Program, Inc.
Glasgow AFB, Montana 59231

LAP TEST: ESTABLISHING YOUR STYLE OF DRESS

1. You should ask about the dress code for a particular job during the job interview because:

   A. dress styles are changing so rapidly it is difficult to keep up.
   B. dress standards vary from employer to employer.
   C. there is no way to know what types of clothes are generally appropriate for different occupations.
   D. dress standards are a major indication of ability to do a job.

2. Adapting certain portions of another person's style of dress to your own is called:

   A. selective plagiarism.
   B. selective creativity.
   C. conformist tendencies.
   D. selective individuality.

3. Your entire clothing appearance makes:

   A. impressions on all the people around you.
   B. your personality.
   C. the signals you receive.
   D. the man or woman that you are.

4. The major consideration for determining appropriate dress is:

   A. the type of career you go into.
   B. what other people will think.
   C. the occasion.
   D. the expensiveness of the outfit.

5. Being well-dressed means:

   A. that your style of dress expresses your personality.
   B. that you must have an expensive, coordinated wardrobe.
   C. that you express your style of dress according to the situation you are in.
   D. you always dress the best that you can.

6. The most important "you" to express on the job is:

   A. your public image.
   B. the unique "you".
   C. the occupational "you".
   D. the conservative "you".

7. Different jobs have different standards of appropriate dress because:

   A. most customers are not concerned about appropriate dress.
   B. all jobs require you to dress up.
   C. the clothes needed for various jobs are related to the type of work you must do.
   D. of the reality of having a universal dress code.

8. A good rule of thumb to be appropriately dressed on the job is:

   A. to be as clean and neat as possible.
   B. to dress casually so as to put other people at ease.
   C. to dress like you have in the past.
   D. to wear clothes that express your personality so your employer will know where you stand.

9. Clothes affect how you feel about yourself because:

   A. when you wear clothes you are proud of, people will think you are conceited.
   B. they have a psychological effect on you.
   C. the clothes you wear will determine your perceptiveness.
   D. the fit of the clothes is the only factor which affects your confidence.

10. Clothes that are acceptable to you:

   A. help you project positive feelings about yourself.
   B. are continually acceptable to those around you.
   C. do not accept your personal confidence and poise.
   D. will insure you of a good job.

LAP TEST ANSWER KEY: ESTABLISHING YOUR STYLE OF DRESS

1. B
2. A
3. A
4. C
5. C
6. C
7. C
8. A
9. B
10. A

File Code: 63.01.04.02 A2-0 FCC

Date Published: 10-22-74

Mountain-Plains Education &
Economic Development
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Glasgow AFB, Montana 59231

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Making the Most of Your Wardrobe

OBJECTIVE:

To identify means and rewards of making better use of wardrobe resources.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Making the Most of Your Wardrobe."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Making the Most of Your Wardrobe."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Ron Wall

MAKING THE MOST OF YOUR WARDROBE

Materials and Styles that Last

Money, money, money. Nearly all of us have more wants and needs than we have money. For this reason, it is important that our clothing dollars are well-spent. Careful shopping is a necessity in order to have clothes that wear well and that you will be satisfied with.

Spend more to save money. Sometimes it is necessary to spend more in order to save money. Higher quality clothes generally cost more in the beginning but they will not need to be replaced nearly as often as less expensive garments. Price, however, does not always indicate quality. Just because an item is expensive doesn't always mean that is is of high quality. Check the construction of the garment to be sure that it will wear well. Here are some things to look for:

1. Seams are sewn securely with medium-size stitches and seam edges are finished (zig-zagged, etc.) if the fabric will ravel.
2. Buttons are sewn on securely.
3. Decoration and trim is neat and durable.
4. Zipper is sewn in well and works easily. Check that the zipper locks and will not unzip when the zipper tab lies flat.

The durability of the fabric is also an important consideration when selecting a garment. Feel the garment. Does it feel heavy enough to stand the wear and tear that you will expect from it? Read and follow the care instructions for the garment. Proper care will lengthen the life of the garment.

Quality and price vs. function. Some of your clothes receive alot of wear; others don't. The function of the garment and how often you plan to wear it will affect the price and quality of the garment you select.

2. Now decide what clothes you will need. What activities do you participate in? What kinds of clothes will you need for work? Do you need shoes or boots? Do you need a heavy coat or jacket? Take into account what kinds of situations you will be in. Do you need to dress up often? Or is your life more casual?

3. Make a spending plan. Most of us can't afford to just go out and buy a whole new wardrobe. Plan to add one item at a time. Decide what you need the most and budget your money for that item. Avoid impulse buying. Sales are O.K. if you stick to your plan. Don't get sidetracked and buy something you don't need just because it was on sale.

4. Decide on a reasonable price that you will pay for each garment. Then shop around until you find exactly what you want. You can afford to pay more for basic items that will get the most wear, such as coats, basic dresses, and suits. Don't buy clothes that you can't wear thinking that you are going to lose weight. When you buy an item and do not use it for a long period of time, the money which you spent for the item is lying idle. You are not using the item, and you cannot use the money you spent for it. It would be better to buy something that fits so that you can be getting some use out of the money spent.

5. Buy something that goes with something you already have. Buying a pair of pants on sale isn't really a bargain if you don't have any shirts or tops to match them. Look around for a pair of pants that will go with the clothes you already have. A coordinated wardrobe that can be mixed and matched will give you the most wear for your money.

The Power of Accessories

Accessories make it or break it. Many people have little concern for the accessories they wear with their outfits. Yet when carefully chosen, accessories can change the total appearance of an outfit. For example, let's say you have a very plain dress or pants and shirt. By adding a bright colored scarf or tie you can liven up the outfit. Or perhaps you would rather add a vest, jacket or sweater for a more casual look. Jewelry might be worn instead -- a fancy necklace or pin for women, an interesting tie clasp or string tie for men. Accessories can add variety and interest to your wardrobe.

Example: Which should you pay more for?

---a party outfit that you will probably wear only a few times
---a winter coat that you plan to wear for several years.

Plan to spend the most money for the basic items of your wardrobe such as coats, basic dresses, pants, skirts, and suits. These items will probably get the most wear. Less money can be spent for shirts, blouses, and sweaters which you will want more of to add variety.

Not only must the construction and durability of the garment be made to last, but the style must also be one that will last. Money is often wasted on faddish clothes that will soon be out of style. When you buy clothes, pick styles that will last. Don't buy extremes. Usually more conservative styles will stay in fashion longer and have a sense of good taste about them. Use different sets of accessories to change the look of basic styles, thus getting more wear from them.

Choosing Additions That Will Do the Most Good

Before you buy. A good wardrobe takes special care in planning. How many times have you said "I don't have a thing to wear" as you stood looking into the closet. That closet was probably not empty, so why was it that you could find nothing to wear? In all probability, the answer to that question was "poor planning." It isn't necessary to have alot of clothes to have a good wardrobe, but those you do have must go together.

As with any major expense, your clothing dollars must be budgeted. To get the most that you can from the money you spend on clothes, make a wardrobe plan. The following steps will help you choose additions to your wardrobe that will do the most good.

1. First, you need to know what you have. Do an inventory of the clothes in your wardrobe. Write down only the clothes that fit you and that you wear. Hang all of the others in the back of the closet.

Because accessories can make such a difference in the total look of a garment, it is important to choose good accessories. Cheap accessories can cheapen the whole look of an outfit. For instance, the difference between a genuine leather purse and a plastic leather-look purse is usually obvious. The leather will cost about twice as much but it should last much longer than the plastic purse.

Shoes are another accessory that should be chosen with care. You will probably get more wear from shoes that are a basic color such as brown, black, or navy. Pick a comfortable style. Beware of inexpensive shoes as they probably won't wear as long nor be as comfortable as more expensive brands.

Altering the Old -- Size, Style, and Trim

From old to new. As you inventory your present wardrobe do you find that you have several garments that you haven't worn lately because they don't fit or perhaps just because they are out-of-style? These garments may still have alot of good use left in them provided that they can be altered so that they are wearable again. Often, just a small amount of time and sewing skill can be used to add a whole new outfit to your wardrobe. Altering is an important step in keeping your wardrobe looking good. Clothes that fit well make you look and feel better.

Is it worth it? Before you start altering anything, you will need to consider how much time and work will be needed to remodel a particular garment. Is the fabric still strong? Would you be able to get enough wear from the garment to make altering it worthwhile? Is the amount of altering needed within your sewing abilities? Generally alterations take some sewing skill, but often a whole new outfit can be added to your wardrobe by making just a few simple changes. Here again, will the efforts be worth the results?

Basic alterations -- size, style, and trim. Usually clothes need to be altered because they are too small or too large. It is much easier to make clothes smaller than it is to make them larger. Check the seam allowances to see if there is enough fabric to let the garment out as much as you may need. Often just making a few corrections in size can make the garment wearable.

Perhaps the size of the garment is fine but it needs to be "pepped up." Adding some trim or embroidery might be just the touch it needs. A little creativity and imagination can work wonders on old clothes. If you need ideas, look through pattern catalogs and magazines for some easy decorations you might add to the garment.

You can also alter the style of the garment. However, this may take more time, work, and sewing skill. Carefully evaluate the quality of the fabric to see if it is worth the effort to restyle the garment.

Alterations can save you money. Some knowledge of how to alter clothes can really be a budget-stretcher. You can save on your clothing budget by carefully selecting garments at rummage sales and sharing houses and altering them to fit. Perhaps you may also need to update the style. Or you could completely rip the garment apart and use the fabric to make an entirely new outfit.

Altering clothes is especially important in families where clothes are passed down from one child to the next. Quite often children outgrow clothes before they are worn out. But remember, it is important to adjust the fit of the garments for the next child so that they don't have that "hand-me-downs" look.

Clean and Press to Look Like New

Top it off. Your "total look" makes the first impressions on other people. Dirty, wrinkled clothes with buttons missing or ripped out seams spell carelessness and ruins "the good look." It is little things like these that count in dress.

Keeping their clothes neat and clean is everyone's problem -- not just the housewife's. Taking a little extra time each day to care for your clothes will keep them looking better -- longer. Hanging clean clothes up right away, putting dirty clothes together so they can be washed, taking care of spots and stains as soon as possible, and mending clothes as soon as they need it will save you time, energy, and money in the long run.

Pressed vs. rumbled -- others do notice. The following story illustrates how taking those few extra minutes can make the difference between getting ahead and staying behind.

Sam and Don worked in the same office. Both were good workers and were looking forward to being sent out on the road to sell the products of the company. It was a big moment when they received a notice to report the following morning to the sales manager's office for an interview. Sam looked over his clothing that night and saw that every thing was clean and well-pressed. Don was going out and did not have time to see about his clothes. The next morning he overslept and had to rush to be on time for his appointment. On his way to the office he noticed that his shoes were in need of polishing and that he had on the same shirt he had worn yesterday. He felt, however, that he would pass inspection. He was interviewed first, and the sales manager missed no detail of his grooming. Sam was interviewed next, and he received the promotion.

That extra time that Sam spent getting his clothes ready really paid off. But clothing care is a day-to-day chore not to be reserved just for special occassions. If you take care of your clothes each day, you'll be ready for those times when your appearance really counts. No matter what your style of dress, your appearance will benefit if you take the time and effort to be sure your clothes are clean and pressed every day.

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Mountain-Plains Education &
Economic Development
Program, Inc.
Glasgow AFB, Montana 59231

LAP TEST: MAKING THE MOST OF YOUR WARDROBE

1. The best indicator of high quality clothes is:

   A. good construction.
   B. expensive price.
   C. fashionable style.
   D. purchased in an exclusive boutique.

2. Which factor is most important in prolonging the useful life of the garment?

   A. following the instructions for proper care of the garment
   B. wearing the garment as little as possible so you don't wear it out
   C. always washing clothes by hand
   D. wearing the garment many times between washings because washing causes them to wear out sooner

3. Which of the following would you wisely pay more for?

   A. a fashionable fake fur jacket
   B. a party outfit
   C. patent leather shoes
   D. a warm winter coat

4. The first step when adding to your wardrobe is to:

   A. make a spending plan.
   B. inventory what you already have.
   C. budget a reasonable price for each wardrobe addition.
   D. shop all of the sales for "good buys".

5. Wise wardrobe buying is:

   A. impulsive.
   B. planned and budgeted for.
   C. expensive.
   D. planned according to personal tastes.

6. The time to buy sale items is:

   A. if they look like real bargains.
   B. whenever there is a sale.
   C. on payday when you can afford it.
   D. when they fit into your wardrobe plan.

7. The best buys when adding to your wardrobe are always:

   A. quality clothes at reasonable prices.
   B. sale items.
   C. expensive brand-name clothes.
   D. "hand-me-downs".

8. You can use accessories to stretch your wardrobe by:

   A. detracting interest from the garment.
   B. using different sets of accessories to change the look of a basic garment.
   C. making the outfit more durable.
   D. helping you to avoid impulse buying.

9. Which of the following is an example of clothing accessories?

   A. shoes and belt
   B. trim sewn on for decoration
   C. a durable winter coat
   D. embroidered monograms

10. A well-constructed garment has:

   A. instructions for proper care.
   B. buttons.
   C. trim or other decoration.
   D. secure, finished seams.

LAP TEST ANSWER KEY: MAKING THE MOST OF YOUR WARDROBE

1. A
2. A
3. D
4. B
5. B
6. D
7. A
8. B
9. A
10. D

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Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Principles of Dress

OBJECTIVE:

To identify basic concepts, principles, and applications of design elements related to clothing appearance.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Principles of Dress."
Color display.
Display of fabric textures and patterns.
Sudy Guide: "Principles of Dress."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Principles of Dress."
2. Look at color display.
3. Look at display of fabric textures.
4. Complete study guide, "Principles of Dress."
5. Complete multiple-choice test.
6. Correct your own multiple-choice test with key.
7. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
8. Take multiple-choice test again until you are able to complete it with 100% accuracy.

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Ron Wall

File Code: 63.01.04.03 A2-0 FCC

PRINCIPLES OF DRESS

Anything goes -- or does it? It's true that many styles of dress are acceptable nowadays. Women's fashions vary from lacy feminine dresses to pantsuits with jackets resembling men's suits to jeans and T-shirts. From casual to dressy, nearly any style of clothing can be found. Men, too, are bursting the traditional bindings and are trying new styles and colors in their wardrobes. Fashion is becoming as important in men's clothing as it has always been in women's.

Being well-dressed doesn't require that you wear the latest fashion. However, it does require that you wear clothes that look good on you. Even though many styles are acceptable, there are some that won't look as good on you as others. There are a few principles of dress which will help you choose clothing that makes the most of what you've got.

The power of design. The design of a product is the way it looks -- the total appearance it creates. The car industry is very much aware of the importance of design. The appeal of a new car is based as much or more on the way it looks as on the way it runs. The style changes that we see each year reflect on interest in new lines and shapes. And so it is in the clothing industry. People are usually more influenced by the color and style of a garment than by its wearability.*

Making design work for you. Think of your body as a portable art gallery. You display your artistic talent every morning when you choose the outfit you will wear. The appearance you present for that day depends largely on the clothing and accessories that you choose. Your figure may not be perfect, but you can appear more attractive by combining the elements of design to produce a total appearance which hides figure flaws while highlighting the good features of your particular figure. Being aware of the effects of color, pattern, line, and proper fit will help you choose clothing which will give the appearance of a more perfect body build. *

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* (Adapted from Selling Fashion Apparel. Millikin, South-Western Publishing Co.)

Styles and Body Types

Determining your body type. People come in all sizes from the small convenience size to the large economy size. The first step in selecting clothes that will be attractive on you is to determine what size (and shape) you are. Knowing your figure type is a matter of carefully studying the outline of your body in front of a full length mirror.

Are you short? tall? fat? thin?
What are your good body features--
    slim hips? small waist? long legs?
What are your figure problems --
    pot belly? large hips? too broad shoulders?

By wearing certain types of clothing you can play down your figure problems and play up your good body features.

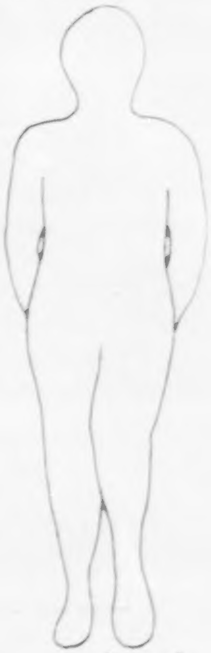
Generally, body figures can be divided into five basic types:

---short, stout
---short, thin
---medium
---tall, stout
---tall, thin

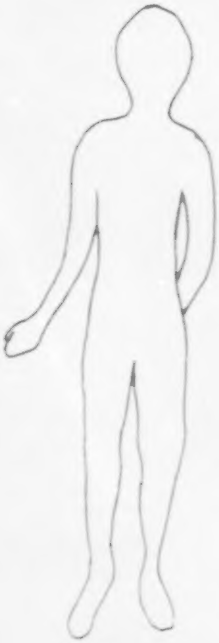
Which type is most like your own figure? After analyzing yourself in a mirror, you may decide that you are medium in height and weight. However, most people will find that they would like to change their body appearance in some way. Perhaps you would like to look a little taller or a little thinner. Or perhaps you are too thin and would like to appear heavier. In any of these cases, you can appear to have a more medium-sized figure by being aware of (and using) the effects of clothing design to your advantage.

Clothes to fit your type. Here are some general guidelines for using clothing design to advantage for each figure type.

-Select vertical lines
-Choose V and U shaped necklines
-Select outfits that are all one color
-Wear matching narrow belts
-Select clothes with beltline a little
    below natural waistline
-Choose semi-fitted styles (not too
    tight, or not too loose)
-Choose accessories that match the color
    of your outfit

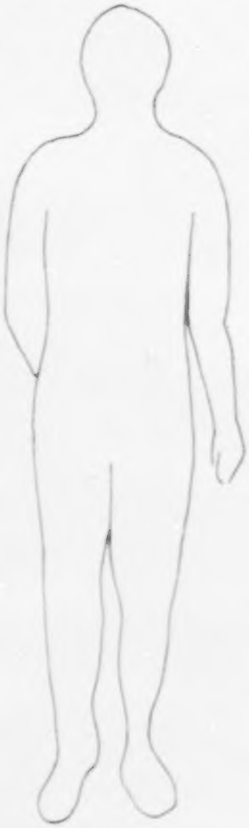


SHORT, STOUT



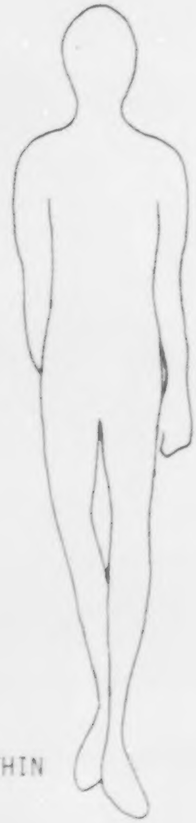
SHORT, THIN

-Select vertical lines to create height
-Choose loose-fitting or partially-fitted styles (close-fitting clothes will emphasize thinness)
-Wear shorter jackets
-Wear matching narrow belts
-Select matching colors (shirts/slacks, blouses/skirts)
-Choose small print fabrics or solid colors, especially light pastel colors
-Wear slightly flared skirts and pants
-Choose small to medium-sized accessories



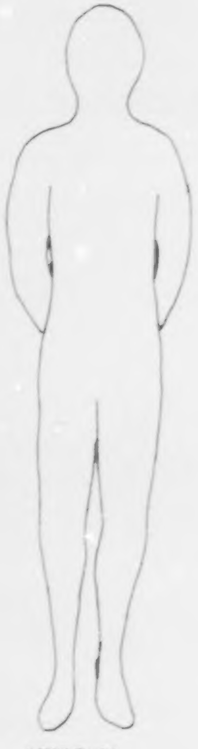
TALL, STOUT

-Select easy-fitting styles that do not fit the body tightly
-Wear tailored, buttoned-down the front styles
-Wear matching, narrow belts
-Choose solid-colored outfits in soft, darker colors
-Select slightly flared skirts and pants
-Create two-and-three-piece ensembles such as dresses with jackets
-Select moderately large accessories in simple design



TALL, THIN

- -Experiment with high-fashion designs
- -Wear horizontal lines
- -Select semifitted clothes with waist and hips fitted a little snugly
- -Wear contrasting colors in jackets and skirt/slacks
- -Wear full, puffed sleeves
- -Wear wide, contrasting belts
- -Select bulky fabrics, bold prints, plaids, checks
- -Choose double-breasted coats and jackets
- -Wear full and flared skirts and wide-legged pants
- -Choose large accessories in contrasting colors

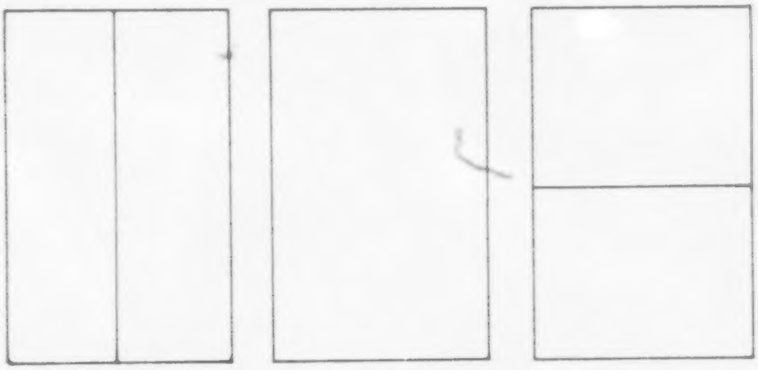


MEDIUM

- -Wear either horizontal or vertical lines
- -Nearly any style will look good on you but be careful not to overdo any particular type of design

Lines in Clothing

Illusions created by lines. The lines in an object can create optical illusions of width or height. Lines produce movement which cause the eye to move in different directions. The eye follows the line. If a line goes across, so does the eye, thus making the object seem wider. A line that goes up and down adds height because the eye moves up and down.



These boxes are the same size yet the one on the left looks taller while the one on the right looks wider.

The two basic types of lines are:

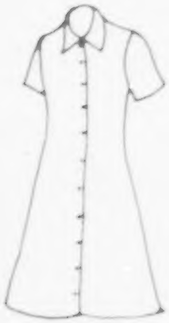
vertical lines
(up and down)

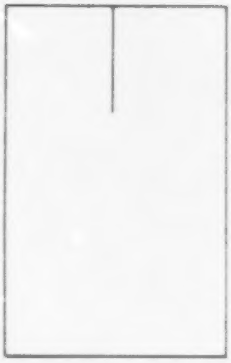
horizontal lines
(across)

The following are examples of illusions created by lines. These lines can be related to types of lines in clothing. Although most garments contain both horizontal and vertical lines, generally one type is more noticeable.

A long vertical line creates an impression of height and slenderness.

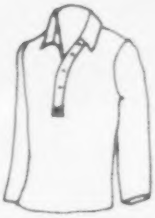
Example: dress that buttons down the front.

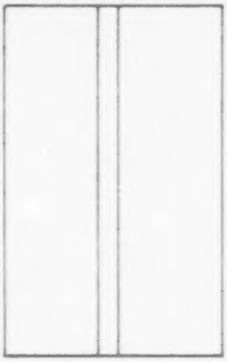




A shorter vertical line doesn't give as tall of a look as a full length vertical line, but it does add some height.

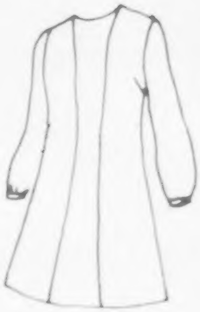
Example: A narrow to medium width necktie. (note: A wide necktie would add width.) OR A polo shirt that buttons part way up the front.

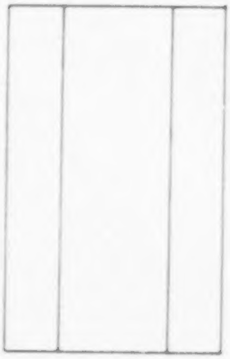




Two vertical lines close together give a very difinite vertical movement. This design slims and adds height.

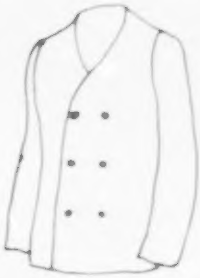
Example: decorative stripes down the front of a dress

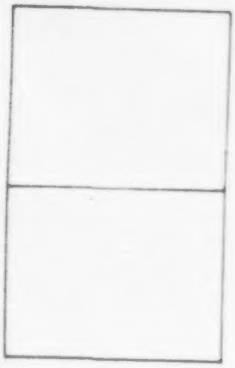




Vertical lines farther apart create a broad center panel and so add width.

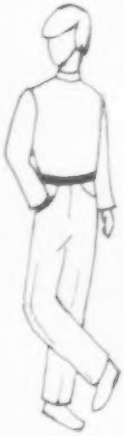
Example: double-breasted coat or jacket.

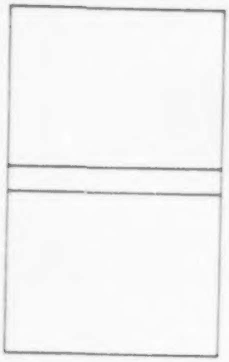




A horizontal line "cuts" the figure (makes it look shorter and wider).

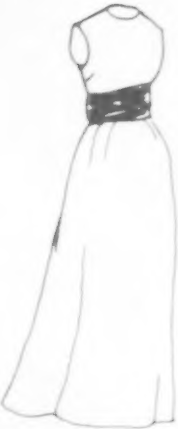
Example: narrow belt

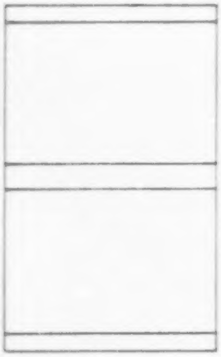




A strong horizontal effect is created in this instance.

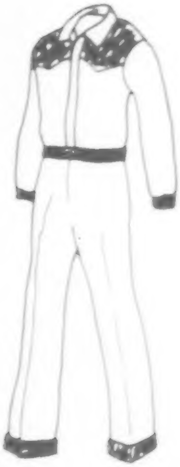
Example: a wide, contrasting belt.





As more horizontal lines are used, more width is added to the figure.

Example: yoke on shirt, belt, cuffs on pants.



Lines applied to clothing. There are two main types of lines in clothing -- structural lines and decorative lines.

> ---Structural lines are the basic lines of the garment. These lines determine the outline or silhouette. Imagine a person standing at the end of a dark hall with an open door behind him. All you could see would be the person's silhouette. A person's figure type and the structural lines of the clothes he was wearing would determine the size and shape of his silhouette. Although most of us cannot change our figure type drastically in a short period of time, the structural lines of the clothes we wear can change our silhouette or outline.

Examples of structural lines that add height to the figure are:

narrow sleeves
long coats
long skirts
well-fitted clothing
fitted shirts and jackets
slim-fitting slacks and pants
narrow lapels on jacket or coat

Examples of structural lines that add width to the figure are:

puffed or gathered sleeves
bulky sweaters and coats
clothes with extra fullness
gathered and flared skirts
loose-fitting, boxy-type clothes
wide-leg trousers
wide lapels on jacket or coat

The silhouette of a garment is important because it can help you create an illusion of a more perfect figure. For example, an overweight person would want to wear well-fitting clothes that skim the figure whereas a thin person would want to wear full, bulky clothing.

---Decorative lines are the lines within the garment such as a row of buttons, a belt, or stripes sewn on for decoration. The print of the fabric may also form decorative lines. Decorative lines do not affect your silhouette like structural lines do. They can create optical illusions so that you "look" taller, wider, shorter, or thinner.

Examples of decorative lines that add height to the figure are:

creases in trouser legs
vertical trimming (buttons down the front or a shirt, braid or lace down the front of a dress)
long necklace
medium to narrow width necktie
long pointed collar
deep V and U shaped necklines

Examples of decorative lines that add width to the figure are:

horizontal trimming (lace around the neck or hem of a blouse, big bows, yokes on shirts)
cuffs on pants
belts
most collars and round necklines

Color in Clothing

Color, color, everywhere. Color is usually the first thing that you notice about anything you see. Color is especially important in clothing. It has a tremendous effect on our moods and feelings. Colors can make us feel warm or cold. Understanding some basic facts about color will help you to choose colors that look good on you.

Colors can be described in three ways:

1. Color name. The name of a color is called its hue. The three basic (or primary) colors are red, blue, and yellow. All the other colors are made from these three colors. Green is made by mixing yellow and blue. Combining red and blue will produce purple. Orange is a mixture of red and yellow.

A color wheel shows the colors and how they relate to each other. Black, white, and gray are not included in the color wheel. They are separated because they do not act like other colors. White is the absence of all color. Black is the combination of all colors. Gray is made by combining black and white.

Colors located directly opposite each other on the color wheel are called complementary colors. When complementary colors are mixed equally, they produce gray. When they are placed next to each other, they make each other look brighter.

Colors can give the impression of warmth or coolness. White is a cool color. Black appears hot. The reds, yellows and oranges are warm colors. Blues, blue-greens, and blue-violets are cool colors. Some colors may appear to be either warm or cool. For example, blue-greens appear cool and yellow-greens appear warm.

2. Value. Colors can be described as light or dark. This is referred to as the value of a given color. This lightness or darkness creates different shades of the same color. For example, we may have light blue or dark navy blue. Both colors are blues but the value is different. Colors can be made lighter by mixing white with them. These are called tints. They are made darker by adding black. Shades are the result of adding black to a color.

3. Intensity. Colors may be described in a third way as bright or dull. This is called intensity. Colors can be very vivid, such as a bright red or less intense, such as a soft, dull red. The colors in the color wheel are at their full intensity. In other words, they are as bright (and as pure) as they can be.

Color and you -- Determining your personal coloring. Your personal coloring is a combination of your skin color, hair color, and eye color. People can generally be described as having warm or cool coloring. The type of personal coloring you have will affect what colors will look best on you.

---Warm coloring. Skin color is the best indicator of personal coloring. Warm skins have yellow or tan tinges. The color of the cheeks is yellow-red. The shadowed areas around the eyes, nose, and mouth have a greenish cast. A person with warm coloring has blonde or brown hair with gold or red highlights. Red hair is definitely warm. Yellow-green and brown eyes are warm.

Men and women with warm coloring will find warm colors more flattering. These colors harmonize with the individual's own warm coloring. However, some cool colors will be flattering. Use the color which is opposite on the color wheel. Brown hair and warm skin are in the yellow-red family, so the complementary color would be blue. Some yellows and yellow-greens may bring out too much yellow in the skin. Choose these colors carefully.

---Cool coloring. Cool skins tend to be light-colored and do not have yellow in them. The color of the cheeks is bluish-red. The shadows appear bluish. Black and gray hair colors are cool. Dark brown or blonde hair may be cool if it has a bluish or greenish highlight. Blue, green, and gray eyes are considered cool.

Women and men with cool coloring will find colors from the cool side of the color wheel more flattering. Some colors from the warm side can be worn well. The red-purples or bluish-reds look good. Avoid yellows, oranges and yellow-greens.

---Intermediate coloring. People who have both warm and cool aspects have intermediate coloring. For example, a person with medium brown hair and blue eyes or cool skin has intermediate coloring.

A person with intermediate coloring can wear a wide range of colors from both the warm and cool sides of the color wheel. Be sure that the colors are flattering to the skin color. The warmth or coolness of the skin is the best key to the colors that will look good on you.

Effects of color on figure. Color creates optical illusions much like lines do. Warm colors seem to advance and make the object look larger. Cool colors recede and make the object look smaller. Bright, intense colors draw attention and so make things appear larger. Soft, dull colors tend to recede. Using the optical illusions created by color you can make your figure seem larger or smaller.

A person appears larger in white or very light clothing. Black and dark colors will decrease a person's apparent size. However, black, dark navy and dark brown are not very exciting colors for a whole wardrobe. Medium to medium-dark, soft, grayed blues and greens are good choices for a large person. If a person's coloring requires warm colors, a medium brown is a possible choice. The short, heavy person should choose one-color outfits. The thin person should choose lighter, brighter colors which tend to make him look larger.

Personality relates to color choices. Personality is also a factor in color choice. Bright colors are excellent for a dynamic person. However, they tend to overwhelm the quiet, shy person. Soft colors and pastels are better for quiet personalities. Avoid wearing grays and neutral colors too often. They may make a quiet person seem mousy and uninteresting. Choose colors that express your personality.

Textures and Patterns in Clothing

How does it feel? Texture is the way something feels to touch or looks as though it might feel. Some words we use to describe the texture of materials used to make clothes are:

dull
smooth
soft
stiff
rough
shiny
clingy
crisp

The weight of the fabric affect its texture. Some words which describe the weight of the fabric are:

sheer
bulky
heavy
lightweight
sturdy

Effects of texture on silhouettes. The texture of the fabric has a definite effect on the optical illusions of a person's figure. Shiny textures increase the apparent size of the figure. If the figure is plump, the shiny surface accentuates the rounded contours. Dull textures decrease the apparent size of the figure and conceal bulk. Heavy, bulky fabrics increase the total size of the figure thus making it look larger. However, heavy fabrics do conceal the body outline. Heavy tweeds and stiff fabrics stand away from the body. They can conceal some figure problems. Soft, clingy fabrics reveal the silhouette. They emphasize figure faults and so are not recommended for people who are over and underweight. Medium-weight, dull-surfaced fabrics will be the most flattering for most people.

Patterns -- an extension of texture. Plaids, checks, dots, stripes and prints are examples of patterns in fabrics. Patterns create a visual impression which affects how you think the fabric will feel. Therefore, patterns may be considered as a part of the texture of the fabric. Patterns usually do not show wrinkles and dirt as easily as solid fabrics do. When used well, patterned fabrics add spice to your wardrobe. Care must be taken to choose patterns which are flatterin to your figure type.

Small prints look best on small figures. A dainty pattern on a larger figure will make the person appear larger by contrast. A large person who wants to minimize size should choose a medium-size, all-over print. The print should be compactly arranged rather than sprawling. Bold patterns attract attention and should not be used where there are figure faults. Large, bright-colored patterns will overwhelm a small person. Large patterns will make a large person look larger.

Basic rules for combining patterns. Combining different types of fabric patterns is popular in clothing today. Here are some guidelines to give your outfit a professional look.

1. Restrict patterns to no more than two major items of apparel in any one outfit. For example: With patterned jackets and patterned shirts, solid-color slacks or skirts are a must.

2. Avoid placing one pattern on top of another. Solid-color ties are recommended with fancy-patterned shirts.

3. Avoid combining patterns that are similar to one another. A narrow striped tie should not be worn with a pinstripe suit.

4. Contrast within one basic type of pattern is often acceptable. Bold checks or stripes in one item may be combined with small checks or stripes in another.

5. Don't overdo any one pattern. Avoid ensembles consisting of all stripes or all plaids.

6. Don't be afraid to experiment with original combinations. Don't rule out any possibility until you have tried it. If you don't like the way it looks, try something else.

Details of Proper Fit

Proper fit -- a principle of dress. Proper fit is very important to your total appearance. The effort that you might spend applying the principles of design is wasted if your clothes do not fit well. Appearance is not the only reason to be concerned about proper fit. Comfort and freedom of movement are also benefits of well-fitting clothes.

Proper fit should be a major consideration when shopping for clothes. Be especially careful when shopping at sales. There is a tendency to buy clothes at sales that don't fit well. Many stores have a no-return policy during sales. This means that if you buy something on sale you cannot return or exchange it later. Hold out for something that fits. It's worth the extra money to have clothes that are comfortable.

Also, be careful when buying clothes from catalogs. Try the item on as soon as you can after receiving it. Save all of the tags and the receipt. If the item doesn't fit, return it immediately.

Always buy something that fits. Try the clothes on before you purchase them. Sizes can vary from store to store and from brand to brand.

If you do buy something that needs altering, be sure it is something you can do easily. When you buy clothes that you don't wear the money you spent is wasted. Get the most that you can from your money by investing in clothes that are comfortable and look good on you.

Problems of proper fit OR what to look for when buying clothes. The goal of proper fit is comfortable clothes that fit smoothly -- no wrinkles, no bulges, no strain. On the other hand, they should not be so loose that they look sloppy. Of course, the way your clothes fit is a matter of personal taste. However, be sure to check how you look in a full-length mirror. This is how you look to others. Wearing clothes that look like you've been poured into them aren't going to make you look any smaller. In fact, they will accentuate the bulges and rolls. Clothes that fit well and make use of the principles of design, discussed earlier in the LAP, will do the most for your figure.

Check the following points to avoid common problems of proper fit.
Pants and Dress Slacks

1. Be sure pants are plenty long. Most casual pants will shrink up some when washed. Also it is much easier to hem pants up than it is to let them down.

2. Trouser legs on men's slacks should break slightly over the instep. This means that the front crease will slightly buckle in front. The trouser legs should hand straight in back.

3. Because women usually wear shoes with higher heels, their pants will probably not break over the instep. The pants should reach the point where the heel joins the sole of the shoe.

4. Also check that the waist is not too loose or too tight.

Shirts and blouses

1. Shirts and blouses should show no signs of strain at the buttons. There should be enough room that the front buttons will hang straight.

2. The bust darts of women's blouses should point to the tip of the bustline.

3. Shirts and blouses should fit through the shoulders. If the garment is too tight, movement will be restricted. If it is too loose, the armhole seam will hang over the top of the shoulder. This looks sloppy.

4. In sleeveless garments the armhole should fall no less than 1 inch below the armpit. Be sure that your undergarments do not show under the arm.
5. Long sleeves should cover the wristbone when the elbow is bent slightly.
6. Be sure that the shirttails are long enough so they will not pull out.
7. Always try sweaters on before you buy. The sizes are not standardized and some knits stretch more than others.

Suit coats

1. Lapels should lie flat and not bulge outward.
2. ½ inch of shirt collar and cuffs should show under the suitcoat.
3. The suitcoat should cover the seat of the trousers when standing.

Dresses and skirts

1. Side seams should hang straight -- no twisting.
2. Hem should be even from the floor all the way around. Don't roll the waistband to adjust the skirt length. This makes the hem uneven.
3. Waist should fit at the natural waistline.
4. Waist should not be too loose or too tight.

STUDY GUIDE: PRINCIPLES OF DRESS

1. Choose the figure outline which is most like your own figure type. (See last page). Draw an outfit on the outline which demonstrates types of lines which would look good on your figure. Make the outfit something that would be appropriate for the career area you plan to go into.

2. Draw a horizontal line.

   Draw a vertical line.

3. What effect do horizontal lines have on an object?

   What effect do vertical lines have on an object?

4. Give examples of vertical lines in clothing.

   a.

   b.

   c.

5. Give examples of horizontal lines in clothing.

   a.

   b.

   c.

6. What two factors determine a person's silhouette?

   a.

   b.

7. Give examples of structural lines.

   a.

   b.

   c.

8. Give examples of decorative lines.

   a.

   b.

   c.

9. The name of a color is called its ____________.

10. Draw a color wheel and label the different colors.

11. What is the complementary color of orange? ____________________

What is the complement of green? ________________

12. What is value (related to color)?

13. What is intensity (related to color)?

14. What things determine personal coloring?

a.

b.

c.

15. What type of personal coloring do you have?

16. What types of colors make a person's figure look larger?

17. What types of colors make a person's figure look smaller?

18. What kind of personality do you have?

19. What hues would look best on you considering your personal coloring, figure type, and personality.

20. What is texture?

21. Give examples of fabric patterns.

    a.

    b.

    c.

    d.

    e.

22. What effects do patterns have on the figure?

23. What are the benefits of proper fit?

    a.

    b.

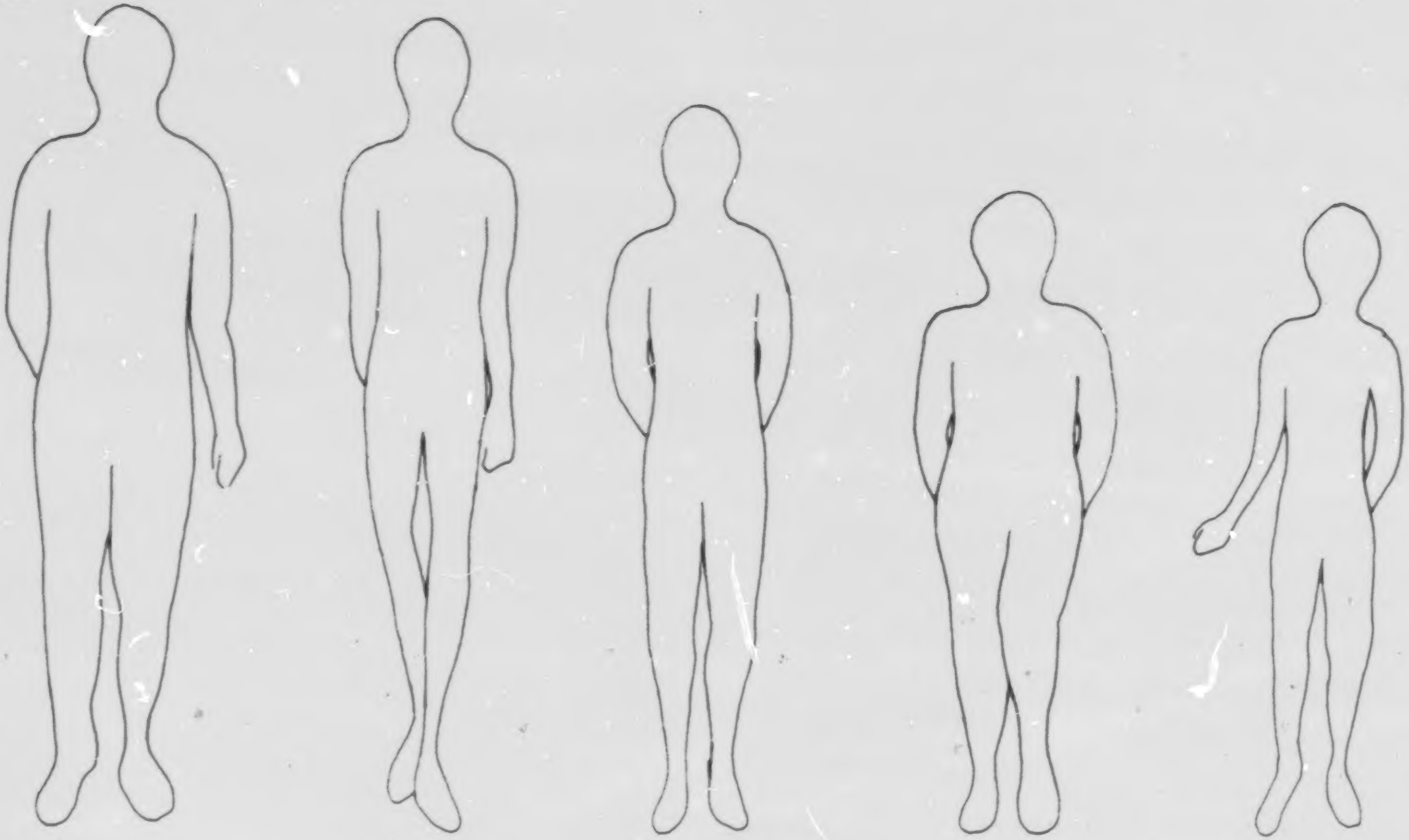
    c.

24. Name two places to be especially careful of proper fit when shopping for clothes.

a.

b.

25. Check the clothes you have on with the pointers for proper fit at the end of the LAP. Do they meet all of the criteria for proper fit? If not, what points need to be improved?



STUDY GUIDE: PRINCIPLES OF DESIGN

1. Choose the figure outline which is most like your own figure type. (See last page). Draw an outfit on the outline which demonstrates types of lines which would look good on your figure. Make the outfit something that would be appropriate for the career area you plan to go into.

2. Draw a horizontal line.

   Draw a vertical line.

3. What effect do horizontal lines have on an object?

   The eye follows the line across the object, making it appear wider.

   What effect do vertical lines have on an object?

   The eye follows the line up and down the object, creating height and slenderness.

4. Give examples of vertical lines in clothing.

   a. dress that buttons down the front

   b. narrow to medium with necktie or polo shirt with buttons part way up the front

   c. decorative stripes down the front of a dress

5. Give examples of horizontal lines in clothing.

   a. narrow belt

   b. wide, contrasting belt

   c. yoke on shirt, belt, cuff on pants

6. What two factors determine a person's silhouette?

   a. person's figure type
      and
   b. structural lines of clothing

7. Give examples of structural lines.

   a. narrow sleeves, long coats, long skirts, well fitted clothing

   b. fitted shirts and jackets, slim-fitting slacks and pants, narrow lapels on jackets or coats

   c. puffed or gathered sleeves, bulky sweaters & coats, flared skirts, loose-fitting boxy-type clothes, wide leg trousers, wide lapels on jackets or coats

   (any 3 of these examples)

8. Give examples of decorative lines.

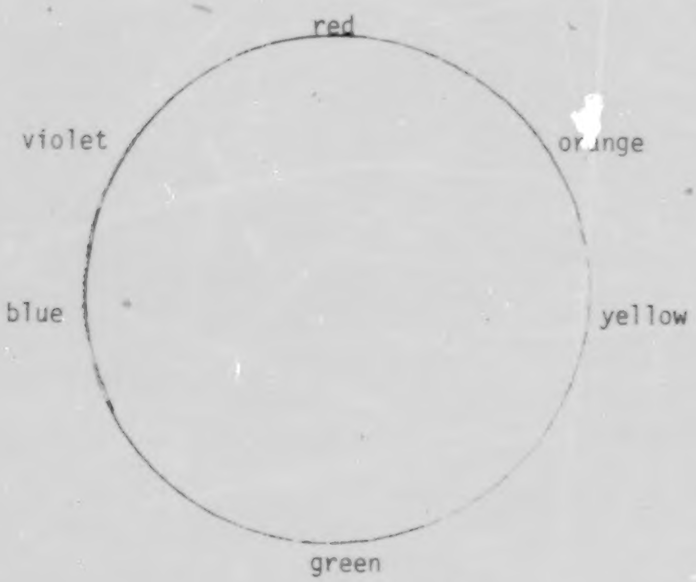
   a. crease in trouser legs, buttons down the front of a garment, braid or lace down the front of a dress, long necklace, medium to narrow width necktie, long pointed collar, deep V or U shaped necklines

   b. lace around the neck or hem of a blouse, big bows, yokes on shirts

   c. cuffs on pants, belts, most collars and round necklines

9. The name of a color is called its hue.

10. Draw a color wheel and label the different colors.



11. What is the complementary color of orange? blue

What is the complement of green? red

12. What is value (related to color)?

describes the lightness or darkness of a color eg. light blue or navy blue

13. What is intensity (related to color)?

describes the brightness or dullness of a color eg. bright red or dull red

14. What things determine personal coloring?
combination of

a. skin color

b. hair color

c. eye color

15. What type of personal coloring do you have?

Student would describe from descriptions of: warm, cool or intermediate coloring

16. What types of colors make a person's figure look larger?

warm colors, bright intense colors, white and very light colors

17. What types of colors make a person's figure look smaller?

cool colors, soft dull colors, black and dark colors

18. What kind of personality do you have?

Student chooses from description of dynamic or quiet & shy personality

19. What hues would look best on you considering your personal coloring, figure type, and personality.

Putting these 3 concepts together the student chooses colors best suited to them

20. What is texture?

Texture is the way something feels to the touch or looks as tough as it might feel.

21. Give examples of fabric patterns.

a. plaids

b. checks

c. dots

d. stripes

e. prints

22. What effects do patterns have on the figure?

small prints ----- small person
medium size print ------ large person
patterns can cause a figure to look larger or smaller

23. What are the benefits of proper fit?

a. total appearance

b. comfort

c. freedom of movement

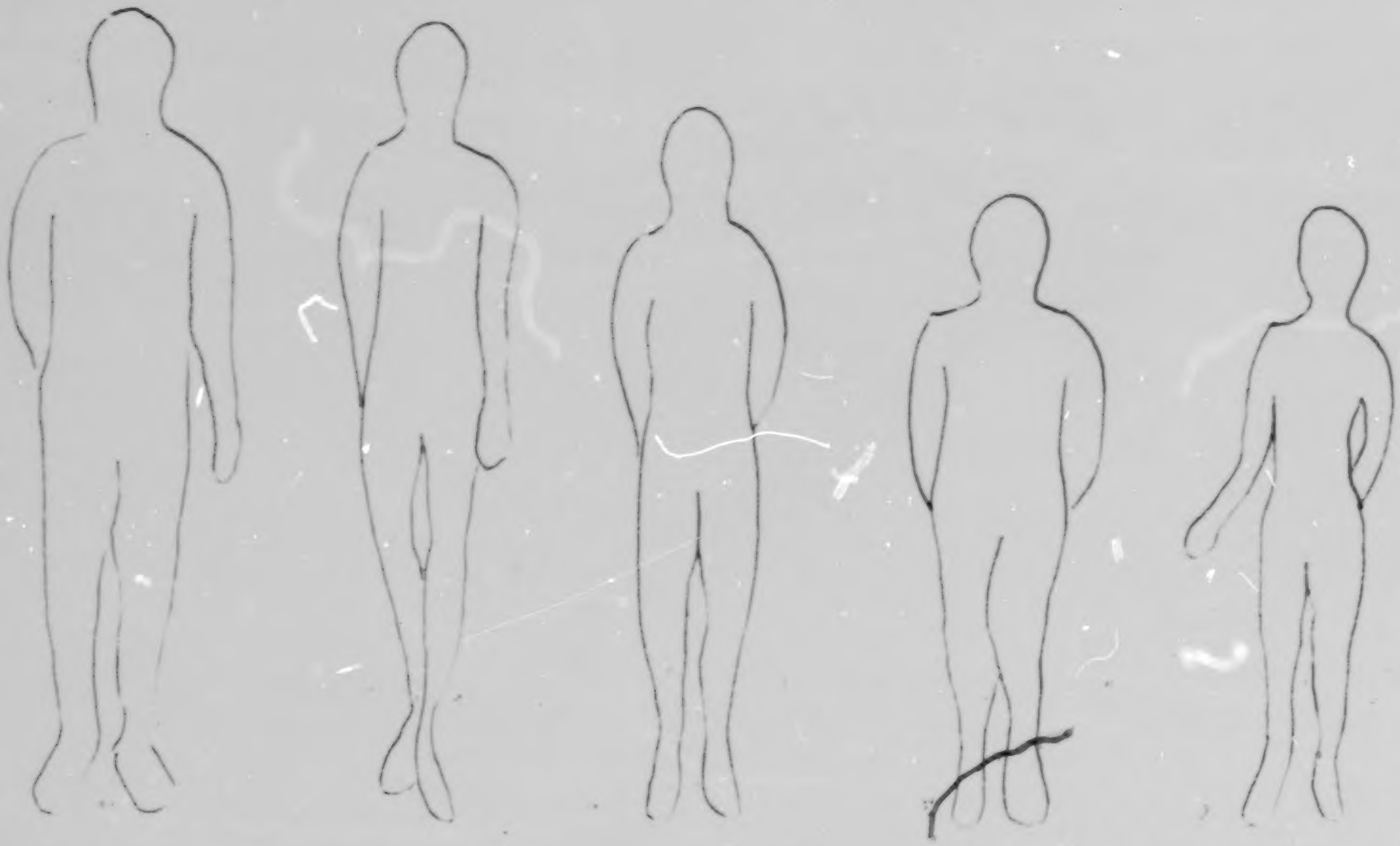
24. Name two places to be especially careful of proper fits when shopping for clothes.

    a. sales

    b. catalogs

25. Check the clothes you have on with the pointers for proper fit at the end of the LAP. Do they meet all of the criteria for proper fit? If not, what points need to be improved?

    Using the concepts for proper fit the student evaluates the clothes he/she is wearing.



Student chooses figure type and sketches a garment illustrating lines most becoming to him/her.

Student: ____________________ File Code: 63.01.04.03.A2-2

Date: ____________________ Date Published: 11-14-74

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LAP TEST: PRINCIPLES OF DRESS

1. Clothing design can create optical illusions which:

   A. have little effect on the way you look.
   B. hide figure flaws while highlighting good body features.
   C. are noticeable only from a distance.
   D. require professional understanding to interpret.

2. A person that is medium height and weight is able to wear styles:

   A. that consist mainly of vertical lines.
   B. that consist mainly of horizontal lines.
   C. with both horizontal and vertical lines.
   D. without having to consider elements of design.

3. Horizontal lines in clothing:

   A. create up and down movement.
   B. give an impression of added width.
   C. make the figure look taller.
   D. are less common than vertical lines.

4. The type of clothing lines which affect silhouette are:

   A. structural lines.
   B. horizontal lines.
   C. decorative lines.
   D. vertical lines.

5. The brightness or dullness of a color describes its:

   A. intensity.
   B. value.
   C. complement.
   D. shade.

6. People with warm personal coloring can best wear:

   A. intermediate colors.
   B. cool colors.
   C. colors that complement hair color.
   D. warm colors.

7. An example of a cool color is:

   A. reddish purple.
   B. orange.
   C. yellow-green.
   D. blue.

8. Because colors create optical illusions, large people should avoid:

   A. white or very light-colored clothing.
   B. dark colors.
   C. medium-dark, soft blues and greens.
   D. medium brown.

9. Fabric pattern may be considered an extension of:

   A. line.
   B. color.
   C. texture.
   D. proper fit.

10. Appearance is not the only reason to be concerned about proper fit. What are other benefits of well-fitting clothes?

   A. cost less because they are easy to find at sales
   B. create the optical illusion of looking smaller.
   C. are comfortable and allow freedom of movement.
   D. express individual creativity.

LAP TEST ANSWER KEY: PRINCIPLES OF DRESS

1. B
2. C
3. B
4. A
5. A
6. D
7. D
8. A
9. C
10. C

Student: ____________________ File Code: 63.01.04.00.B2-2

Date: ____________________ Date Published: 11-14-74

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UNIT POST TEST: CLOTHING AND DRESS

63.01.04.01.

1. Plagiarism is:

   A. frowned on with regard to creative clothing.
   B. developing ideas for use by other people.
   C. a trait found in most original authors or designer.
   D. copying someone else's ideas and using them as your own. .

2. The best time to begin establishing a wardrobe for the working "you" is:

   A. right now.
   B. as soon as you get a job.
   C. after your job interviews.
   D. as soon as you have enough extra money.

3. A coordinated wardrobe is one that:

   A. is usually dull because it is built around only one or two basic colors.
   B. has several expensive outfits to wear to work.
   C. requires many basic items such as pants and skirts.
   D. has garments that mix and match.

4. The secret of becoming a better you is to:

   A. choose clothes which hide your figure flaws.
   B. be aware of your good points and make the most of them.
   C. dwell on your bad points so that you will know what they are.
   D. pick colors and styles of clothing which accentuate your total figure.

5. Your clothes tell others what you are because:

   A. people judge you only by what you wear.
   B. clothing is the most important signal which you send out.
   C. different occupations require different styles of dress.
   D. clothes make you the type of person that you are.

63.01.04.02.

6. It makes good dollar sense to buy:

   A. faddish styles so that you can keep up with the current fashion.
   B. conservative styles that will stay in fashion.
   C. unique styles that express your non-conformist attitude.
   D. styles that are out-dated to show that you are not "sucked under" by fads.

7. The price and quality of a particular garment must be judged according to:

   A. the way the garment looks before you try it on.
   B. its style and design.
   C. its function and how long you expect it to last.
   D. its decorative features.

8. Presenting an attractive "total look" demands:

   A. clean, well-pressed clothes.
   B. accessories.
   C. the housewife's touch.
   D. an expensive wardrobe.

9. Clothing care is:

   A. needed only for those special occasions.
   B. a day-to-day chore.
   C. needed only for certain styles of dress.
   D. usually not noticeable.

10. Old garments can add new dimension to your wardrobe:

   A. by challenging your creativity and sewing skills.
   B. by adding a nostalgic touch.
   C. after being altered in size or style.
   D. after they come back in fashion.

63.01.04.03.

11. The first step in selecting clothes that will look good on you is to:

    A. determine your figure type, you good body features, and your figure problems.
    B. inventory your present wardrobe to see what styles you usually wear.
    C. observe what is in fashion for the current season.
    D. experiment with colors to see which are becoming to you.

12. An example of vertical lines that add more width than height is:

    A. a double-breasted jacket.
    B. a long necklace.
    C. a wide belt.
    D. buttons up the front of a shirt.

13. Which of the following adds width to the figure?

    A. well-fitted shirts and jackets.
    B. narrow sleeves.
    C. loose-fitting, boxy-type clothes.
    D. full-length coats.

14. Decorative lines that add height to the figure are:

    A. creases in trouser legs.
    B. belts.
    C. cuffs on pants.
    D. round collars and necklines.

15. The name of a color is also called its:

    A. trade name.
    B. intensity.
    C. hue.
    D. complement.

UNIT POST TEST ANSWER KEY: CLOTHING AND DRESS

LAP 01	1.	D
	2.	A
	3.	D
	4.	B
	5.	B
LAP 02	6.	B
	7.	C
	8.	A
	9.	B
	10.	C
LAP 03	11.	A
	12.	A
	13.	C
	14.	A
	15.	C

File Code: 63.01.05.00.A2-1 FCC

Date Published: 10-29-74

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Learning Experience Guide

UNIT: HOME CARE AND UTILIZATION

RATIONALE:

An organized, well utilized home contributes to the well being of the individuals and allows him to use his energies more constructively.

PREREQUISITES:

None

OBJECTIVES:

Understand and identify the consequences of failure to clean and maintain property. Identify the benefits of creating an environment that suits the individuals and his activities. Identify the benefits of organizing time effectively.

RESOURCES:

Instructor prepared LAPs.
Multiple-choice test and keys.

GENERAL INSTRUCTIONS:

1. Check your SPR and complete those LAPs which you did not prevalidate.
2. After completion of required LAPs, take the unit test.
3. If test is completed with 80% accuracy, go on to the next unit indicated by your SPR.
4. If test is completed with less than 80% accuracy, find and reread sections of LAPs which present the information regarding those which you got wrong.
5. Repeat this process until you are able to complete the unit test with 80% accuracy.

Principal Author(s):

PERFORMANCE OBJECTIVES:

1. Creating Your Own Environment
2. Cleanup and Maintenance
3. Organizing Your Home Life

EVALUATION PROCEDURE:

80% accuracy on a multiple-choice unit test.

FOLLOW THROUGH:

Proceed to do first LAP.

Student: ______________________ File Code: 63.01.05.00.A2-2

Date: ______________________ Date Published: 11-13-74

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UNIT PRETEST: HOME CARE AND UTILIZATION

63.01.05.01.

1. A beneficial home environment is the result of:
   a. having sufficient funds to properly furnish a home.
   b. careful management of home resources.
   c. a plan you design for the other family members.
   d. constant control of the family's time.

2. Management is defined as:
   a. an authoritarian plan or schedule.
   b. planning, organizing and controlling the use of our resources to get what we want.
   c. arrangement of space for best use.
   d. the result of total family cooperation and compromise.

3. Space, time, and energy are examples of:
   a. responsible living.
   b. employability traits.
   c. depreciation terms.
   d. home resources.

4. The way our surroundings are arranged creates:
   a. the activities we do.
   b. discomfort and unease.
   c. good home management.
   d. our family values.

5. Your home environmnent reflects:
   a. your family's personality.
   b. the situations you create.
   c. your degree of employability.
   d. the satisfaction of family members.

63.01.05.02.

6. A family plan or routine is needed so that:

   a. the family will be centered around the home.
   b. you can be secure following it.
   c. family members will know what to expect from each other.
   d. the children can be managed.

7. Energy levels are an important factor in developing a daily housekeeping plan. At the times when you have the most energy you should:

   a. play with the children while you still have pep.
   b. rest and conserve that energy.
   c. tackle the major chores.
   d. do something you like to do, such as reading or sewing.

8. Doing more than one chore at a time will:

   a. save space.
   b. save energy.
   c. save time.
   d. create frustration.

9. A good family plan is:

   a. chaotic.
   b. regimented.
   c. adjustable.
   d. explicit.

10. Being organized and knowing what needs to be done can be accomplished by:

   a. doing the chores you like first.
   b. doing things in the order in which you think of them.
   c. always doing major chores first.
   d. scheduling your work.

63.01.05.03.

11. The major requirement of good home management is to:

   a. follow guidelines which seem to work for others.
   b. organize your resources when the work piles up.
   c. stick to a definite plan for weekly cleaning.
   d. have a schedule or plan.

63.01.05.03. (continued)

12. The responsibility for good housekeeping belongs:

    a. to every family member.
    b. solely to the homemaker.
    c. to those to whom it is assigned.
    d. to those who realize the value of compromise.

13. Cleaning the oven and broiling pan are necessary safety precautions against:

    a. clutter and spills.
    b. fires which result from accumulations of grease.
    c. diseases due to bacterial growth.
    d. sickness due to food poisoning.

14. The wide variety of cleaning and household products on the market today are:

    a. too expensive to use.
    b. dangerous because they cause poisonings.
    c. invaluable to effective and efficient cleaning.
    d. needed for effortless cleaning.

15. Developing a workable family plan usually requires:

    a. major contributions from the children.
    b. rigid control.
    c. compromise.
    d. a great deal of time and effort.

UNIT TEST ANSWER SHEET

Pretest

Occupational Area: ______
File Code: 63.01.05.00.A2-2
Name: ______

ANSWERS

63.01.05.01. 1. B
2. B
3. D
4. A
5. A
3.01.05.02. 6. C
7. C
8. C
9. C
10. D
.01.05.03. 11. D
12. A
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Date Published: 11-6-74

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: ______________

Date: ______________

PERFORMANCE ACTIVITY: Creating Your Own Environment

OBJECTIVE:

To identify some of the underlying concepts and techniques for making the most of your environment.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Creating Your Own Environment"
Multiple-choice test and key

PROCEDURE:

1. Read LAP, "Creating Your Own Environment".
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): G. Jones/R. Wall

CREATING YOUR OWN ENVIRONMENT

The Home Environment - Environment refers to our total surroundings -- everything that is around us. Perhaps you have heard concern expressed about "saving our environment." Problems such as pollution, overpopulation, and misuse of energy threaten to destroy the quality of our external environment. We need also to consider the quality of our home environment. The surroundings of our own homes are much closer and more real than the air pollution of New York City. We must start at home to create a healthy and fulfilling environment. The home environment should be a place to rest and gather strength to meet the pressures of the outside world. All to often, however, the home becomes a battleground where more aggravations are added to the day's total. This need not be so. By carefully managing our home resources we can create a beneficial home environment.

The Meaning Of Home Management - Management can be defined as planning, organizing, and controlling the use of resources to get what we want or what we think is worthwhile. What are the resources we have available? Time, space, and energy are some of the home resources that can be managed. People often blame their troubles totally on not having enough money. Management of other resources, besides money will usually lessen if not dissolve the problems.

The quality of your home life has a major effect on your employability. An organized home life becomes a source of strength as you set out on a new career. Also, the way a home is run and the things that are chosen to become a part of the family's surroundings play an important part in determining the quality of life for the family.

Creating Space To Suit Your Activities

Space -- A Major Resource - In our discussion of home resources, space is one of the major aspects. The size of a room and the amount of money available for furnishing it are not nearly as important as what you do with what you do have. Living space is created or altered to suit the activities of the family members. For example, a man who likes to work on cars may convert his backyard into a car lot. Meanwhile, the man who likes to grow vegetables for his family's table may choose to dig up the backyard for a garden. A teenage boy may use part of his desk and shelf space in his room for fly-tying. A woman who enjoys sewing may choose to put the portable sewing machine on a cardtable in the bedroom. In each of these cases family members were able to create space to suit the activities they wanted to do. The way you arrange your space gives some indication of what activities are important to you.

Principle: Environment Creates Activities

The Surroundings Make It Happen - The management of your space resources can help you toward the things you want to do. The way our surroundings are arranged encourages certain activities to take place. You can use this principle of environment creating activities to work for you. For example, let's say that you wished to get more ironing done but you find it very hard to get started on the task. By creating an environment that is conducive to ironing, you will find yourself doing more of that activity. One way to encourage the activity of ironing may be to set up the ironing board in the livingroom. Then you can watch T.V. or talk to your family while you are ironing. Making the job more available and pleasant is the way to encourage more of that activity. A desk in a quiet corner with compartments for letters, bills, stamps, and pens is creating an "environment" which encourages the "activity" of more efficient handling of correspondence.

Surroundings can also be created that block certain unwanted behaviors. Let"s take a person who is overweight. His knowledge that food is in the refrigerator may encourage him to want to eat. By keeping the refrigerator stocked with fruits and vegetables rather than ice cream and candy bars, he will set up surroundings (no fattening foods in the refrigerator) which create a positive activity (dieting properly). This environment counteracts the negative activity of eating fattening foods.

Our surroundings can also encourage or discourage interaction among people. In many homes the T.V. set is in the livingroom. The result of this situation may be that when friends come over to visit, you do more television-watching than talking. If you would like to encourage conversation, try putting the T.V. in another room. In this way, the children and those that wish to watch television may do so, while others have a comfortable room in which to visit. Another way to accomplish the same purpose, might be to arrange the furniture so that there is one area for watching T.V. and one for visiting, reading, or studying. These are only a few examples of how you can arrange your surroundings to create certain activities.

Making The Most of What You Have

The Art Of Dual-Purpose Space - Space in most homes is at a premium. It needs to be used to the best advantage. In many cases you may need to control space to get the most use out of it as possible. For example, large families quite often cannot find enough bedroom space. An alternative that might be considered is to use the livingroom as a sleeping area at night. To do this, you might use a hide-a-bed or even just roll-away beds that could be easily picked up and stored during the day. This would leave the bedrooms free to be used as offices or hobby areas. Perhaps each family member could have a desk or small area divided off. There would be more room for personal belongings because less room would be taken up by beds.

Another problem area for many large families is the bathroom. Too many people may be wanting in at the same time. In such cases, families may have to resort to rationing time spent in the bathroom during busy times of the day. Often, some of the activities can be done in other areas of the house. Putting on make-up can easily be done in the bedroom if proper lighting is provided.

Creating a sewing area is another problem which might be resolved by dual-use of space. It is often difficult to find space for your sewing center that is both out of the way, yet handy when you want to use it. This is especially true if you have small children in the house who might accidentally swallow pins or harm themselves with the scissors. Consider setting up the sewing maching on a desk in a closet. With proper lighting, you can do your sewing right there. When you are finished sewing you can just slide the door shut. Your sewing center is then out-of-sight and out-of-reach for the children. The closet can still be used for some storage, too. This idea might work for other hobbies, such as leather working or painting.

What are the space problems in your home? Some creative thinking may help you use the space you do have to better advantage.

You, Your Children and House Space

All Family Members Are Important - As you plan your family environment, the needs and wants of each member must be taken into consideration. The management of home resources needs to be arranged so that each person can get the most benefit possible, without infringing on the other family members.

The Family Personality - Homes reflect the personality of the whole family. The way the surroundings are arranged tells much about what your family values in life. The things that you choose to have around you tell what is important to you. The rooms in a home are for the enjoyment and use of the whole family. Make them attractive and pleasant. Use them in ways that bring the greatest satisfaction to the family members.

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Date: ______________________ Date Published: 11-13-74

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LAP TEST: CREATING YOUR OWN ENVIRONMENT

63.01.05.01.

1. Environment refers to:

   a. the way our homes are arranged.
   b. some of the things around us.
   c. our total surroundings.
   d. the condition of the atmosphere.

2. A beneficial home environment is the result of:

   a. having sufficient funds to properly furnish a home.
   b. careful management of home resources.
   c. a plan you design for the other family members.
   d. constant control of the family's time.

3. Management is defined as:

   a. an authoritarian plan or schedule.
   b. planning, organizing and controlling the use of our resources to get what we want.
   c. arrangement of space for best use.
   d. the result of total family cooperation and compromise.

4. How does the quality of the home life affect employability?

   a. an organized home life is a source of strength for the family.
   b. a good home life prevents delinquency.
   c. your home life may be investigated by your employer.
   d. your home life is a sign of maturity and responsibility.

5. Space, time, and energy are examples of:

   a. responsible living.
   b. employability traits.
   c. depreciation terms.
   d. home resources.

6. The way you arrange your living space is a major indication of:

   a. previous arrangements which were dissatisfactory.
   b. the amount of money available for furnishings.
   c. traditional living styles.
   d. what activities are important to you.

63.01.05.01. (continued)

7. The way our surroundings are arranged creates:

   a. the activities we do.
   b. discomfort and unease.
   c. good home management.
   d. our family values.

8. A certain amount of space can be used to best advantage if:

   a. it has lots of storage area.
   b. it has one established purpose.
   c. it has more than one purpose.
   d. it can be expensively decorated.

9. Your home environment reflects:

   a. your family's personality.
   b. the situations you create.
   c. your degree of employability.
   d. the satisfaction of family members.

10. To encourage more of a particular activity you should:

   a. schedule the activity carefully.
   b. rearrange your furniture.
   c. arrange the surroundings so that the activity is encouraged.
   d. ask others to remind you of the activity.

LAP TEST ANSWER KEY: CREATING YOUR OWN ENVIRONMENT

1. C
2. B
3. B
4. A
5. D
6. D
7. A
8. C
9. A
10. C

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Mountain-Plains Education &
Economic Development
Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: ____________________

Date: ____________________

PERFORMANCE ACTIVITY: Organizing Your Home Life

OBJECTIVE:

To identify some of the underlying concepts and techniques of organizing your home life.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Organizing Your Home Life"
Multiple-choice test and key

PROCEDURE:

1. Read LAP, "Organizing Your Home Life".
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): G. Jones/R. Wall

ORGANIZING YOUR HOME LIFE

How Organized Is Your Home Life? - Do you find people running into each other as they get ready for school or work? Do family members seem to constantly be in each other's hair? These are good indications that your family may need a little organization.

Nearly every family has some sort of order or routine. Most often it is unspoken. Family members just take for granted that others will act in certain ways. However, these unspoken agreements can lead to misunderstandings and arguments. Here is a story about a typical morning at the Anderson's home. Notice how disorganized and frustrating their routine is.

The Anderson family struggles out of bed at ten minutes after seven. Every morning they vow to get up earlier, but they are all too tired from staying up late the night before. Father expects to be able to use the bathroom from 7:15 to 7:30. Afterall, everyone knows that he has to shower and shave in the morning. However, daughter is in the bathroom. It has the best lighting for putting on make-up. Meanwhile, mother is fixing breakfast. She tries to have it ready by 7:25 because that's when son gets up and he likes to eat right away. When the rest of the family finally gets to the table, there are complaints that the food is cold. Mother becomes upset. If she takes time to warm up breakfast, there won't be time to get the lunches made. The school bus arrives at 7:50 and invariably has to wait several minutes while the Anderson children rush madly around the house gathering coats, books, and half-packed lunches. By the time father leaves for work the Anderson home is in shambles and mother is near collapse.

Does this ever sound like your family? Believe it or not, mornings needn't be like this. Ideally the time we spend at home is time to rest and gather new strength to meet the world. These needs can be met by doing some planning and organizing of the time spent at home. Every family needs a plan so that the members will know what to expect from each other. By making better use of time, you may find that many family arguments are avoided.

Developing A Master Plan - A major step in developing a plan that will work for your family, is to get all of the members together for the discussion. Even the children must have some say in how they spend their time. Start with only a small segment of the day. For instance, weekday mornings are often a problem area. Decide what things each person needs to get done and what times are most convenient. Combine all of this information into a master plan. Remember that everyone will probably need to make adjustments and compromises. When each person knows what to expect from other family members, he is able to schedule his own time. After the family has settled on a master plan, try it out for a few days. Quite often problems have been overlooked. Revisions will then be necessary. It may take several weeks before a good routine is settled on but it will be worth the effort when things are finally going smoothly.

Here is the master plan that worked for the Andersons. It will serve as a guide for your family's plan.

7:00 Rise and shine. The whole family agreed to go to bed one-half hour earlier so that they would feel like getting up in the morning.

7:00 - 7:30 Father uses the bathroom from 7:05 - 7:20. Daughter gets the bathroom first so that she can wash. She bought a make-up mirror with her baby-sitting money so that she can put her make-up on in her room. Son has the bathroom from 7:20 - 7:25, to wash his face and comb his hair.

7:30 - 7:40 Breakfast is served. It is much easier to have food hot when everyone eats together. The lunches have already been packed. The kids made their own sandwiches the night before and put them in the refrigerator. Mother finished packing the lunches while breakfast was cooking.

7:40 - 8:00 The children brush their teeth and gather up their books and coats. Meanwhile, mother and father enjoy another cup of coffee. The kids pick up their lunches on the way out and are waiting as the bus pulls up.

Dividing Up The Day

The Daily Plan - Everyone plans their day to some extent. For the homemaker, a daily plan is extremely important. Many people find it difficult to keep up with the chores at home, let alone find time for outside interests. Being organized and knowing what needs to be done will save time and energy. Here are some guidelines that may help you set up a daily housekeeping plan.

When Is Your Energy High? - Different people feel more energetic at different times of the day. Are you full of vim and vigor in the morning and run down by mid-afternoon. Or are you the person that doesn't even function until noon? Either way, figure out when your energy is usually high. Plan to do your major chores, like vacuuming or mopping floors, at this time. Do smaller jobs like picking up the living room, at the times when your energy dulls. Also, save some of the jobs you really like to do (sewing or shopping, perhaps) for those times when you don't feel like tackling major jobs.

Plan Rest-stops Along The Way - Try not to work until you are so exhausted that you can't work for the rest of the day. Work generally goes faster if you keep your spirits up. Taking short, frequent rests will help you keep your enery up for a longer period of time. The rests also act as small rewards as the work progresses. As you finish one chore, take a break. Then, as you take on the next job, you can look forward to a rest-stop after it's done.

Schedule Your Work - Each morning make a list of the jobs that need to be done that day. Then list jobs that you would like to accomplish. You can then plan your day giving a reasonable amount of time for each job. Having a plan or schedule will make cleanup easier. If you'll stick to your plan, you'll be surprised at how much you can accomplish in a day. Haphazard cleaning, on the other hand, creates problems because work may pile up and cause unnecessary fatigue and annoyance.

These planning tips apply to other members of the family, too. Everyone has things they would like to get done. Yet think of how much time we all waste. Organizing our time will help to get the work done and then leaves leisure time that we can really enjoy. No more worrying that you "should" be working instead of watching T.V. or out with your friends.

Making The Most Of Your Time

Putting The Plan Into Effect - Now that you have a plan of the work you have to do, the next step is getting it done. Saving time and energy is important in nearly any kind of work. An efficient worker gets the job done in the best way he can in the least amount of time. Time is a very valuable resourse. Wasted time can never be regained. Let's discuss some ways of making the most of the time you have.

Get Organized - Know what needs to be done and how to do it. Be sure that you have the equipment (soap, sponges, broom, etc.) that you will need. Organize your storage areas so that you know where to find what you want without having to spend alot of time hunting for it.

Do More Than One Job At A Time - Arrange tasks so that you are doing more than one thing at a time. For example, you can be washing clothes while cleaning the livingroom. Another example is to soak your pots and pans in hot soapy water while you are eating the meal. Then wash the pans before the other dishes. Run clean water before washing the dinnerware.

Streamline Your Work - You can save time and energy by adjusting your work routines. Learn to be time- and motion-conscious. Study your cleaning methods to see if steps can be saved. The methods used in making beds, washing dishes, dressing, and any job which is often repeated should be examined from time to time to see if the work can be reduced. Experiment to find the easiest way of doing each task. Too much lifting, stretching, stooping, and bending make you tired. Use your imagination to find new ways of doing old tasks. Don't be bound to the traditional styles of housework. If you can find an easier way that gets the job done well, by all means use it.

Arranging Storage Space - Many steps can be saved by planning your storage space well. Plan your cupboard space so that the supplies and utensils you use the most are in the easiest-to-reach and easiest-to-see places. Also, store your supplies where you will use them first. For example, don't store your cleaning supplies in the kitchen if you usually clean the bathroom first. Consider storing your plates, glasses, and silverware in a place that is easily accessible from the dining area. It should also be near the sink so they can be easily put away after washing. In small kitchens this may not be much of a problem, but in a large kitchen it may save you several miles of walking each week. Pieces of equipment that are used for related jobs should be placed together. For example, the mixing bowls and cups are best stored near the baking supplies such as flour and sugar.

Regimentation vs Chaos

The Extremes - Regimentation is of being strictly controlled. The rules are enforced with few or no exceptions. Chaos, on the other hand, is complete disorder and confusion. Either of these extremes may result from misuse of family routine and schedules.

A schedule should never be so rigid that it does not allow for special occasions. An example might be the family who does their housecleaning only on Saturday mornings. They may wish to go camping on a weekend, but the idea is vetoed because it interferes with the housekeeping schedule. A schedule is not meant to control your life. In fact, you control the schedule. It is only a tool to help you organize your work more effectively. Any plan developed for the family must account for the needs of each family member. The plan must be flexible so that you can adjust to those special occasions.

On the otherhand, life without routine and schedules is completely disorganized. Every family needs to make some schedules so the members will know what to expect from one another. Without some plan or schedule, many jobs would never get done when they were needed. This is the situation we find in many families who do not take time to develop time schedules.

There are extreme styles in housekeeping, too. There's the spotless housekeeper who won't stop and the spotful housekeeper who won't start. Somewhere in the middle is the sane housekeeper. She keeps a clean, healthy home but also has the time for her family and activities outside the home.

Whatever the style of your household, there are certain chores that need to be done on a reasonably regular basis. These include meals, laundry, housecleaning, and shopping. The easiest way to accomplish this is with some sort of workable schedule.

Going With the Grain

Filtering Out Aggravations - Some things are almost impossible to change. It is somethimes better to accept these and make the best of what can be changed. All too often we waste time and effort banging our head against a wall that won't budge instead of looking for a way around it.

Example: Mother works all week long. She usually does her housework on Sunday afternoon. It just so happens that father likes to watch the football game on T.V. on Sunday afternoons. Whenever mother turns on the vacuum the T.V. picture is distorted to say nothing of the sound. This was a constant source of arguments and irritation. However, they were finally able to resolve the matter by developing a schedule. Dad agreed to help with the major housework such as vacuuming and laundry, on Sunday mornings. Mother was then able to finish up the rest of the housecleaning in the afternoon. Now she has time to relax and enjoy the fourth quarter, too.

Family plans that work are generally the result of compromise. Each person has to give in a little on some things in order to get other things that they want. Although a family schedule will probably not please everyone completely, the results will be a great improvement over the former hassles and confusion.

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Date: ______________________ Date Published: 11-13-74

Mountain-Plains Education &
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Glasgow AFB, Montana 59231

LAP TEST: ORGANIZING YOUR HOME LIFE

63.01.05.02.

1. A family plan or routine is needed so that:

   a. the family will be centered around the home.
   b. you can be secure following it.
   c. family members will know what to expect from each other.
   d. the children can be managed.

2. A master plan works best when developed by:

   a. the head of the household, assigning members certain jobs to do.
   b. all of the family members having a say as to jobs and family routine.
   c. drawing names from a hat to decide who should do what.
   d. the homemaker, who has a better idea of what jobs need to be done.

3. Energy levels are an important factor in developing a daily housekeeping plan. At the times when you have the most energy you should:

   a. play with the children while you still have pep.
   b. rest and conserve that energy.
   c. tackle the major chores.
   d. do something you like to do, such as reading or sewing.

4. An important consideration when setting up a work plan is:

   a. how you will spend your leisure.
   b. exercise levels.
   c. short, frequent rest-stops.
   d. doing the things you like to do first.

5. Doing more than one chore at a time will:

   a. save space.
   b. save energy.
   c. save time.
   d. create frustration.

6. Being time and motion conscious means:

   a. timing your motions to try to speed up the work.
   b. streamlining your work to save time and energy.
   c. lifting, stretching, stooping and bending.
   d. doing every job thoroughly taking the most time you need.

63.01.05.02. (continued)

7. A good family plan is:

   a. chaotic.
   b. regimented.
   c. adjustable.
   d. explicit.

8. In developing a family plan it is necessary to:

   a. adjust to each members total desires.
   b. know how often the plan will need to be adjusted.
   c. know what things each person needs to get done and what times are most convenient.
   d. consult help outside the family.

9. Revisions in a family plan are often necessary because:

   a. a good routine requires stability.
   b. family members may not fulfill their responsibilities.
   c. problems may have been over-looked and special occasions may come up.
   d. changes are often very predictable.

10. Being organized and knowing what needs to be done can be accomplished by:

   a. doing the chores you like first.
   b. doing things in the order in which you think of them.
   c. always doing major chores first.
   d. scheduling your work.

LAP TEST ANSWER KEY: ORGANIZING YOUR HOME LIFE

1. C
2. B
3. C
4. C
5. C
6. B
7. C
8. C
9. C
10. D

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Learning Activity Package

Student: __________

Date: __________

PERFORMANCE ACTIVITY: Cleanup and Maintenance

OBJECTIVE:

To identify some of the failings, concerns, benefits, and behaviors of good housekeeping.

EVALUATION PROCEDURE:

Completion of multiple-choice test with 100% accuracy.

RESOURCES:

Attached: "Cleanup and Maintenance."
Multiple-choice test and key.

PROCEDURE:

1. Read LAP, "Cleanup and Maintenance."
2. Complete multiple-choice test.
3. Correct your own multiple-choice test with key.
4. Find and reread sections of LAP which present the right answers to the questions which you answered incorrectly.
5. Take multiple-choice test again until you are able to complete it with 100% accuracy.

Principal Author(s): Gwen Jones
Sharon Tooke
Ron Wall

CLEANUP AND MAINTENANCE

The Nature of All Things to Deteriorate

Some things just never end. Each day we awaken and prepare ourselves for another day. We wash and dress, comb our hair and brush our teeth. Each day we go through a routine. So it is with housekeeping. Every day efforts must be made to restore order from the day before. The dishes, washed yesterday, are washed again today. The rumpled beds, neatly made the day before, must again be put into order. As you may have noticed, many of the jobs related to keeping a house are things that must be repeated time after time.

It is the nature of all things to deteriorate, especially when it comes to housekeeping. A constant effort is needed for the upkeep and maintenance of any household. Some jobs, such as washing dishes and preparing meals, will need to be done daily. Others, such as sweeping, vacuuming, and dusting, will need to be repeated at least weekly. Still others, like defrosting the refrigerator and cleaning the oven, may only need to be done once a month. What ever the time, schedule it should be remembered that most things in life need doing and redoing. Housekeeping, too, is an ongoing process. The wear and tear of life is counteracted by constant repetition of the jobs we usually take for granted.

The High Cost of Dirt and Deterioration -- Sickness, Accidents, Depreciation

What's in it for me? You may be saying, "that's a whole bunch of fuss and bother. I'm going to do just as little housecleaning as I can get away with!" I can't really blame you. Sometimes the chores of housekeeping get pretty dull and unexciting. But maybe if you were aware of the benefits of keeping a house clean and neat the job might not seem quite so hopeless.

Have you ever asked yourself why people clean house in the first place? Is it only to impress the neighbors? Or is it that you want to be ready for that big day when your boss comes over for dinner? Maybe you're just trying to keep your mother-in-law off your back. Perhaps you've never really stopped to ask yourself why people do keep house.

Actually, there are some very good reasons for spending time and effort cleaning house. Reasons that are purely in your own interests. Dirt and deterioration are the results of poor housekeeping. Dirt and deterioration are costly. They are costly in terms of the health and well- being of yourself and your family. Dirt and deterioration are also costly in terms of dollars. Taking care to see that your home is clean and repaired is going to save you money.

Sickness and disease. Sickness and disease are the most obvious results of dirt and deterioration due to poor housekeeping. Germs and bacteria find a happy home in a dirty house. Even houses that look fairly clean can be growing hordes of germs. These germs can easily cause sickness and disease for the people living in the house. Even the people who only come to visit may have to pay the price for someone else's carelessness.

Flies and other types of insects also thrive in a dirty house. Flies can easily transport germs from dirty areas of the house to the kitchen where food is being prepared. Many insects carry serious diseases besides just being pests. Others, such as moths and silverfish, eat certain fabrics. They are likely to damage clothes that are not clean and are stored improperly.

Poor housekeeping means that you and your children will be sick more often and will have more than your share of colds. You will be spending more time and money at the doctor. At the same time you will very likely be receiving less money because of absence from work.

How can you combat this? The best way is to keep your house clean. This means washing the dishes in hot soapy water rather than merely rinsing out a bowl because there are none left in the cupboard. It means taking proper care of pets and cleaning up after them immediately. Keeping floors clean is especially important if there are small children in the house. Babies and toddlers have a tendency to put anything and everything that they find on the floor into their mouths.

Accidents result from poor housekeeping. Keeping your home clean and orderly will help prevent accidents. Did you know that more people are hurt at home than anywhere else? Also, accidents are the number one cause of death among children. Falls, fires, and poisoning are just a few of the common accidents which result from poor housekeeping. The cluttered living room that has that "comfortable, lived-in" look becomes a hazardous obstacle course.

Mom, walking through with her arms full of clothes or Dad, heading for his favorite chair while skimming the headlines of the evening paper may easily trip and fall. Keeping floors and especially traffic lanes clear will prevent many falls. Small objects are so easy to slip or trip on. Spills, too, can be dangerous. Always wipe up spilled liquid, food, and grease promptly with a sudsy sponge. There is many a slip in a spot of grease and water alone may not pick it up.

Fires in the home are often the result of careless housekeeping. The kitchen is a common scene for accidents. Most of them can be avoided by keeping the kitchen clean and free from clutter. Cleaning the oven and broiling pan will prevent the accumulation of grease, which could easily start a fire. Keeping a sponge handy to wipe counters frequently while working will avoid too much gathering of grease. This will help you see what you are doing so that fewer careless accidents will result.

Discard soiled rags, especially those used in the shop or garage. Rags which have oil and gas on them can often ignite themselves when left in a heap. Cleaning is needed in the garage and storage buildings as well as in the house. Stacks of magazines and papers are also an ideal place for fires to start.

Accidental poisonings are often the result when household cleaning products and medicines are misused. Never keep cleaning products in low cabinets if you have children or pets in the house. Keep them well organized in an upper wall cabinet. Medicines should also be kept out of the reach of children. Store them neatly so that you can easily find what you are looking for when you need it. Cleaning products and medicines should always be kept in their original containers. This will prevent mix-ups and will keep the directions handy for using the product.

Safety is just as important at home as it is on any job. Quite often safety in the home is just a matter of using good housekeeping techiques. A clean, uncluttered home is a much safer place to live than a home that is dirty and cluttered, with toys on the stairs and trash stacked in the corner.

Depreciation - the big spender. Dirt and deterioration are costly not only in terms of health and well-being, but also in dollars and cents. When a possession, whether it be a vacuum cleaner or a home, is not kept in tip-top shape, its value decreases. This difference between the price you paid for an item and the amount that you could get for that item if you were to sell it is known as depreciation. Possessions that are taken care of and kept in good repair are worth more than possessions that are shabby and falling to pieces. As the sale value decreases due to depreciation, you, the owner, are losing money. It pays to keep your household appliances and furnishings properly cleaned and repaired.

Also, appliances frequently quit operating when they are not given proper care. Then they must either be replaced or repaired which leads to added expense. When an appliance breaks down, you and your family are without the use of the item until it can be repaired or replaced. This will cause inconvenience and in some cases, serious problems for the family. Throughout the house, all appliances, both large and small, should be kept in good working order. Check the booklet that came with each appliance for recommendations on proper use and cleaning. For example, not cleaning the lint trap in the dryer will cause it to overheat. This could result not only in a broken dryer, but also in a fire which could burn down the whole house.

Dirt and deterioration will take their toll on your home unless constant efforts are made to keep it clean and repaired. Depreciation of the sale value of a house can mean thousands of dollars lost. Little things, like repairing the broken screen door, keeping the floors waxed, and painting when needed will increase the value of your home. Upkeep of your home is important for those of you who rent, too. Quite often landlords require a deposit plus the first months rent when you move in. If the house is not in good condition when you move out, the landlord has the right to keep the deposit money to pay for cleaning and repairs on the house.

Its good for the head as well as the pocket book. We have been discussing some very concrete problems which result from poor housekeeping: sickness, accidents, and depreciation. But let's not overlook the psychological benefits of a clean and orderly home. Cleanliness may not be next to godliness, as the old saying goes, but it is an important component of peaceful family living. Homes are more attractive and liveable when they are clean and organized. Frustrations disappear and tensions are eased when things are in their proper place. If you've ever had to hunt all over the house for something that you needed right away, you know what frustration is. Frustration is also having to move a pile of clothes before you can find a chair to sit on. In your case, frustration may be carefully navigating across a livingroom floor strewn with toys, then stubbing your toe on a roller skate just before you reached the door. Ah-h yes. That's frustration! If your family seems frazzled and disorganized, one reason may be the state of disorder on the home front. Families tend to be more calm and peaceful when their surroundings are reasonably clean and neat.

Beating the Cleanup and Maintenance Drag

Cleaning our homes and keeping them cleaned and in good repair are an essential part of managing a home. But not many of us want to spend all of our waking hours housekeeping nor is it necessary. What, then, are some suggestions and pointers for beating the cleanup and maintenance drag.

An ounce of prevention is worth a pound of cure. Chores are easier if not left to pile up into a major cleaning job. For example, it is easier to wipe off the stove soon after each meal than to wait until the end of the week. At that time scrubbing off the baked-on food and grease is a major job. As was said, deterioration is a fact of life. But it is much easier to handle in constant small steps rather than in occasional gigantic efforts. The longer the job is left to do, the bigger and more difficult it will be.

You can prevent having a room with a cluttered look. Try making certain that adequate storage space is available. Storage, whether it be shelves, a wardrobe box, or a cabinet, also cuts down on the cleaning. Without adequate storage a room will tend to have a cluttered look and will be difficult to keep clean.

Pets -- don't let them rule the roost. Pets, whether they be cats, dogs, hamsters, or parakeets, can be a welcome addition to a household. But with them comes responsibility. All pets require special attention, especially when they are kept in the house. This responsibility must be taken into account before acquiring any pet. They must be provided food, water, vaccination, and especially they must be cleaned up after. The health of the family is endangered if pets are not properly cared for. Carefully wash the floors with soap and water when housebreaking your pet. Even after Rover is housetrained, special care must be taken to keep the floors clean and the furniture free from hair. Pets can bring a great deal of joy and companionship, but they also bring added work and responsibility. When a pet is in the house, extra care must be taken to ensure a healthy and odorfree home.

Have a plan. We've discussed the results of delaying small household jobs until they become major tasks. By keeping the house picked up and articles put away each day, the home can be made comfortable and liveable with a minimum of effort. Here again, some prevention in the form of tidying up the house each day will save you time and effort in the long-run. Even though the house is kept neat by daily pickup, some things will need some extra care and doing. A plan or schedule of jobs that need to be done at different times may be helpful in planning your household work. A schedule will aid in organinzing your time and efforts. A plan is only an aide -- it takes your effort to put it into effect. A plan need not be rigid and strictly adhered to. It can be changed as emergencies and situations come up and prevent you from following it. Following is a list of common housecleaning jobs and how often they should usually be done. This list is a guideline to help you establish a housekeeping plan of your own.

Do these jobs every day:

In the kitchen...

- wash and dry dishes; put them away
- put food and supplies away after using them
- wipe table, counters, and stove.
- sweep kitchen floor
- empty garbage

In the bathroom...

- wash tub after each use
- wash sink, when needed

In the bedroom...

- make the beds
- put dirty clothes in the hamper or laundry bag
- put other clothes away

In the livingroom...

- pick up and throw away old papers, etc.
- put books, toys, and things where they belong
- empty and clean ashtrays
- dust, sweep, and vacuum, if needed

Do these jobs as needed (about once a month)

- defrost the refrigerator
- clean the oven
- wash windows
- wax floors
- shampoo carpets and wash rugs
- wash walls
- clean closets and drawers

Get the whole family involved. The homemaker need not be totally responsible for all of the housekeeping chores. Afterall, other people live in the house too. Every member of a family has certain rights and responsibilities. The responsibilities of each member usually includes being responsible for his or her belongings, depending on age and abilities. Children learn responsibility be taking care of their own possessions. Each family member might also have certain jobs to do other than just taking care of personal belongings. For example, Dad may be responsible for keeping the garage and storage areas clean. Taking the garbage out might also be his job. The kids may take turns helping with the dishes. Learning how to cook and do laundry are things that will probably be helpful to any teenager when he or she leaves home.

Developing a family plan takes cooperation from all of the family members. Usually this can best be attained by having a family meeting. This way each person will have a chance to say which jobs he would like and which jobs he would rather not have. Usually a compromise can be worked out so that each person is satisfied with the work plan. Sharing the responsibilities of being a family can help create a bond of closeness. Each person knows that he or she is important and has something to contribute to the family.

Using cleaning aids. Cleanup and maintenance need not be an endless, impossible chore. The wide variety of cleaning and household products on the market today are invaluable to effective and efficient cleaning. For example, the disinfectant spray for the bathroom and the cleaning solution for the oven not only help us to have cleaner, healthier homes, but also help us care for these homes more easily. Also at our disposal are such time and energy saving devices as vacuum cleaners, washers, dryers, kitchen appliances, and many more. Again this neans that home care can be accomplished with a minimum of effort and time. All of this adds up to having a safe, healthy, well-cared for home and some leisure time at our disposal.

The conditions under which we do out housework play a part in how efficiently and effectivily its done. Work can be made more pleasant physically and mentally. One way to do this is try wearing comfortable clothes and shoes. Having cleaning supplies and equipment ready and in good working order will decrease frustration. Playing the radio or listening to records while working may help make the work more enjoyable and relaxing.

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Date: ______________________ Date Published: ~~11-13-74~~

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LAP TEST: CLEANUP AND MAINTENANCE

63.01.05.03.

1. Depreciation is:

   a. the increase in sale value due to careful maintenance and repair.
   b. usually undetectable due to inflation.
   c. a result of wasting too much time doing unrewarding tasks.
   d. the difference between the price you paid for an item and the amount that you could sell the item for.

2. The major cause of accidents in the home is:

   a. lack of money to obtain accident-proofing devices.
   b. neglect of using germicides.
   c. clutter and carelessness.
   d. the tendency toward accidents among housewives.

3. Improper care of possessions is costly because:

   a. most consumers are careless of their possessions.
   b. major appliances must be replaced every year.
   c. depreciation causes decreased value.
   d. most consumers are careless of their possessions.

4. A cluttered and unclean home can cause not only physical damage but also:

   a. has negative psychological effects on the family.
   b. is a direct result of mental anguish.
   c. impairs your reasoning abilities.
   d. results in tranquility due to lessened pressures.

5. The necessity for occasional, gigantic efforts at good home management can be eliminated if:

   a. you have had alot of housekeeping experience.
   b. constant small measures are taken.
   c. you plan to do major chores after lengthy rest stops.
   d. available storage is adequately used.

63.01.05.03. (continued)

6. The responsibility for good housekeeping belongs:
   - a. to every family member.
   - b. solely to the homemaker.
   - c. to those to whom it is assigned.
   - d. to those who realize the value of compromise.

7. The main reason why maintaining a clean and healthy home becomes such a chore is:
   - a. that it requires constant effort for upkeep and maintenance.
   - b. that things seem to deteriorate all at once.
   - c. that good home management is a very unpredictable job.
   - d. that cleaning chores all pile up at once.

8. Cleaning the oven and broiling pan are necessary safety precautions against:
   - a. clutter and spills.
   - b. fires which result from accumulations of grease.
   - c. diseases due to bacterial growth.
   - d. sickness due to food poisoning.

9. The wide variety of cleaning and household products on the market today are:
   - a. too expensive to use.
   - b. dangerous because they cause poisonings.
   - c. invaluable to effective and efficient cleaning.
   - d. needed for effortless cleaning.

10. Developing a workable family plan usually requires:
    - a. major contributions from the children.
    - b. rigid control.
    - c. compromise.
    - d. a great deal of time and effort.

LAP TEST ANSWER KEY: CLEANUP AND MAINTENANCE

1. D
2. C
3. C
4. A
5. B
6. A
7. A
8. B
9. C
10. C

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UNIT POST TEST: HOME CARE AND UTILIZATION

63.01.05.01

1. A beneficial home environment is the result of:

   a. having sufficient funds to properly furnish a home.
   b. careful management of home resources.
   c. a plan you design for the other family members.
   d. constant control of the family's time.

2. Management is defined as:

   a. an authoritarian plan or schedule.
   b. planning, organizing, and controlling the use of our resources to get what we want.
   c. arrangement of space for best use.
   d. the result of total family cooperation and compromise.

3. The way our surroundings are arranged creates:

   a. the activities we do.
   b. discomfort and unease.
   c. good home mamagement.
   d. our family values.

4. A certain amount of space can be used to best advantage if:

   a. it has lots of storage area.
   b. it has one established purpose.
   c. it has more than one purpose.
   d. it can be expensively decorated.

5. Your home environment reflects:

   a. your family's personality.
   b. the situations you create.
   c. your degree of employability.
   d. the satisfaction of family members.

63.01.05.02.

6. A master plan works best when developed by:

   a. the head of the household, assigning members certain jobs to do.
   b. all of the family members having a say as to jobs and family routine.
   c. drawing names from a hat to decide who should do what.
   d. the homemaker, who has a better idea of what jobs need to be done.

63.01.05.02. (continued)

7. Energy levels are an important factor in developing a daily housekeeping plan. At the times when you have the most energy you should:

   a. play with the children while you still have pep.
   b. rest and conserve that energy.
   c. tackle the major chores.
   d. do something you like to do, such as reading or sewing.

8. Doing more than one chore at a time will:

   a. save space.
   b. save energy.
   c. save time.
   d. create frustration.

9. A good family plan is:

   a. chaotic
   b. regimented.
   c. adjustable.
   d. explicit.

10. Being organized and knowing what needs to be done can be accomplished by:

    a. doing the chores you like first.
    b. doing things in the order in which you think of them.
    c. always doing major chores first.
    d. scheduling your work.

63.01.05.03.

11. Why is it in your own best interests to maintain a clean and healthy home?

    a. taking pride in your accomplishments is the main benefit of a clean and healthy home.
    b. it is necessary to impress the neighbors or a boss.
    c. sickness, accidents and depreciation are the costly results of dirt and deterioration.
    d. all effects of depreciation can be reversed by careful cleaning and maintenance.

12. A major cause of sickness and disease due to germs is:

    a. vast use of chemicals and medicines.
    b. babies playing on the floor.
    c. depreciation of possessions.
    d. unkept pets.

63.01.05.03. (continued)

13. Accidental poisonings most often result from:

    a. neglect to keep things sanitary.
    b. deterioration of pesticides and germicides.
    c. improper care of refrigerated food.
    d. misuse of medicines and cleaning products.

14. The major requirement of good home management is to:

    a. follow guidelines which seem to work for others.
    b. organize your resources when the work piles up.
    c. stick to a definite plan for weekly cleaning.
    d. have a schedule or plan.

15. Most accidents take place:

    a. as a result of fires started in the kitchen.
    b. on the job.
    c. as a result of poisonings.
    d. in the home.

UNIT TEST ANSWER SHEET

Post Test

Occupational Area: ____________________
File Code: 63.01.05.00.B2-2
Name: ____________________

ANSWERS

63.01.05.01 1. B
2. B
3. A
4. C
5. A
63.01.05.02 6. B
7. C
8. C
9. C
10. D
63.01.05.03 11. C
12. D
13. D
14. D
15. D
16. ____
17. ____
18. ____
19. ____
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60. ____

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COURSE POST TEST: HOME MANAGEMENT

63.01.01.01.

1. The process by which the foods you eat are changed into the materials and activities of your very own body is called:

   a. osmosis.
   b. digestion.
   c. transformation.
   d. nutrition.

2. Which of the following should be consumed in roughly the same proportion that it exists in your body?

   a. protein.
   b. carbohydrate.
   c. mineral matter.
   d. water.

3. Nutrients should always be consumed according to:

   a. The proportions which exist in your body.
   b. the amounts which your body uses.
   c. the natural hunger of your body.
   d. the individual tastes of your body.

4. Which of the following statements concerning nutritional deficiencies is most correct?

   a. poor digestion is always caused by poor nutrition.
   b. many Americans can expect to die directly from malnutrition.
   c. a poor diet seldom leads to premature aging.
   d. what you don't eat can really harm you.

5. Which of the following list contains both nutrients and food sources?

   a. fat, minerals, and vitamins.
   b. protein, peanuts, and chicken.
   c. soybeans, peanuts, and steak.
   d. salad oil, vinegar, and water.

63.01.01.02.

6. Some good sources of incomplete protein are:
    a. apples, fish and oranges.
    b. beef, peanuts and milk.
    c. dry beans, cereal and bread.
    d. celery, lettuce and carrots.

7. Which is the only nutrient whose primary function is the building and repair of body cells?
    a. calcium.
    b. fat.
    c. carbohydrate.
    d. protein.

8. How does water aid digestion?
    a. it washes the bacteria out of the stomach.
    b. it washes the food down to the stomach.
    c. it fills the stomach so that the food is digested in smaller portions.
    d. it helps the foods dissolve in the stomach.

9. The type of nutritional teamwork which affects the body's use of calcium is called:
    a. metabolic teamwork.
    b. gastro-intestinal teamwork.
    c. completion teamwork.
    d. absorption teamwork.

10. A food which helps maintain healthy eyes and skin is:
    a. whole-wheat bread.
    b. green beans.
    c. apples.
    d. carrots.

63.01.01.03.

11. The main difference between vitamins and minerals is that:

    a. vitamins are chemical substances while minerals are not.
    b. vitamins are needed in larger amounts than are minerals.
    c. minerals are used as regulators while vitamins are not.
    d. minerals are used for building parts of the body while vitamins are not.

12. The way in which vitamins and minerals regulate body processes is that:

    a. they determine the amounts of other nutrients which are needed by the body.
    b. they control the water level in the stomach thereby controlling absorption.
    c. they help certain chemical reactions take place in the body.
    d. they substitute for other chemicals in the body.

13. Vitamin A is needed by the body:

    a. for building healthy bones and teeth.
    b. to maintain a healthy nervous system.
    c. to help use food energy.
    d. for good eyesight

14. The nutrient which helps make healthy blood which can carry oxygen is:

    a. Vitamin C
    b. phosphorus
    c. B-complex Vitamins
    d. iron.

15. Because cells of the bones and teeth are constantly being replaced, adults as well as children need which nutrient?

    a. iron.
    b. riboflavin.
    c. Vitamin A.
    d. calcium.

63.01.01.04.

16. The energy used by the body is measured in:

    a. percentages.
    b. kilowatts.
    c. pounds.
    d. calories.

63.01.01.04. (continued)

17. When more calories are taken in than are needed for body activities:

    a. the person will lose weight.
    b. the person will gain weight.
    c. energy will be taken from the body's reserves.
    d. the person will become more active and alert.

18. The only way for a person to lose weight is:

    a. to eat less than your body uses.
    b. to take in more calories than your body uses.
    c. to use diet pills prescribed by a doctor.
    d. to eat the right kinds of diet foods.

19. One pound of body fat is equal to how many calories?

    a. 3500
    b. 2500
    c. 2000
    d. 1000

20. To maintain a constant weight the number of calories taken in must equal:

    a. the number of carbohydrates contained in the food.
    b. the number of calories required by the basal metabolic rate.
    c. the number of calories used in the form of energy.
    d. the amount of energy stored by the body.

63.01.02.01.

21. Nutritional demands on the pregnant woman are:

    a. decreased during pregnancy.
    b. increased during pregnancy.
    c. the same as a non-pregnant woman.
    d. not affected by pregnancy.

22. Nutrition for pregnancy:

    a. begins before conception.
    b. begins just before birth.
    c. is not an important factor.
    d. is the same as that for a non-pregnant woman.

63.01.02.01. (continued)

23. What nutrient should be included at breakfast to provide lasting energy?

    a. sugar.
    b. fats.
    c. vitamins.
    d. proteins.

24. Some of the more important nutrients in the diet of the pregnant woman are:

    a. fats and carbohydrates.
    b. protein, calcium and phosphorus, iron and vitamins.
    c. zinc and mineral oils.
    d. pickels and ice cream.

25. Wisely planned meals include:

    a. only the foods you like.
    b. one food group per meal.
    c. a variety of foods from each of the basic food groups.
    d. all the cheapest foods you can find.

63.01.02.02.

26. What vitamin deficiency can cause night blindness?

    a. Riboflavin.
    b. Vitamin A.
    c. Vitamin D.
    d. Vitamin B-12.

27. Scurvy is a disease associated with what vitamin deficiency?

    a. Folic acid.
    b. iron.
    c. Vitamin C.
    d. Vitamin D.

28. What substance can help combat tooth decay?

    a. iron.
    b. iodine.
    c. carbohydrates.
    d. fluorine.

29. A person's dietary needs can best be met by:

    a. becoming a vegetarian.
    b. taking nutritional supplements.
    c. eating a well-balanced diet.
    d. fasting.

63.01.02.02. (continued)

30. Where is fluorine usually obtained?

    a. in most drinking water.
    b. carrots.
    c. green vegetables.
    d. bread.

63.01.02.03.

31. Atherosclerosis is a disease affecting:

    a. digestion.
    b. the eyes.
    c. the blood vessels.
    d. the skin.

32. A high level of cholesterol in the blood is potentially dangerous because:

    a. the excess can be deposited in the walls of the blood vessels.
    b. cholesterol is not normally found in the body.
    c. it is a poison contained in many plants.
    d. excess cholesterol can cause cancer.

33. Individuals with atherosclerosis have a greater chance of contracting:

    a. urinary tract infections.
    b. heart disease.
    c. liver disorders.
    d. kidney damage.

34. To lose weight a person should:

    a. keep the diet essentially the same but decrease physical activity.
    b. decrease essential nutrients but increase the amount of calories taken in.
    c. decrease calories but still eat an adequate amount of essential nutrients.
    d. increase both calories and physical exercise so calorie intake and calorie expenditure are balanced.

35. Which is the best and safest way to lose weight?

    a. short term crash diets.
    b. eating less calories on a well balanced diet.
    c. fad diets.
    d. diet pills.

63.01.03.01.

36. How do we usually communicate who we are to other people?

    a. through the signals we send.
    b. by means of our relatives and friends.
    c. through daily meetings and conferences.
    d. by means of our own powers of thought.

37. It is true to say that the signals you send are yours, but:

    a. so is their interpretation.
    b. their interpretation is not.
    c. no one else can interpret them.
    d. they do not mean much of anything.

38. What is the main reason that some people make a good impression on everyone they meet?

    a. they express their individuality through unique clothes and accessories.
    b. they make themselves attractive to other people.
    c. they are more religious than most other people.
    d. they see themselves as they would like to be seen by others.

39. Which of the following is most likely to determine how another person will interpret your general appearance?

    a. the time he has spent in school.
    b. the way his mind works.
    c. the plans he has for the future.
    d. his past experience.

40. An employer is most concerned about the impression you will make on:

    a. his employees.
    b. himself.
    c. his employers.
    d. his customers.

63.01.03.02.

41. The American employer seeks to hire attractive people mostly because:

    a. they are more likely to be honest and dependable than unattractive people.
    b. they are easier to train than unattractive people.
    c. these are the people his customers appreciate.
    d. they have the ability to make customers uneasy and, therefore, more prone to buying.

63.01.03.02. (continued)

42. Why do employers generally feel that it is fair to hire and promote attractive people over unattractive people?

    a. because attractive people are more likely to stay in one job for a long time.
    b. because these people tend to work harder than unattractive people.
    c. because attractive people are usually more gifted intellectually.
    d. because these are the people who can get the job done best.

43. Attractiveness is within everyone's grasp, because everyone:

    a. has the right to be beautiful.
    b. can be beautiful.
    c. is made of the same substances.
    d. can develop a pleasing appearance.

44. The elements of attractiveness are cleanliness, neatness, odorlessness, and:

    a. appropriateness.
    b. disproportionateness.
    c. beautifulness.
    d. color quality.

45. What is the key to creating your own unique attractiveness by imitating others?

    a. imitate only a very few people.
    b. imitate selectively and adapt what you imitate.
    c. imitate everything from one ideal person.
    d. change your imitations as often as you can.

63.01.03.03.

46. The impressions which you make at the time of your job interview are so important, because they determine:

    a. how much effort you will be able to give to your new job.
    b. how you are likely to get along with your fellow employees.
    c. whether or not you will get the job.
    d. whether or not you will have the skills necessary for the job.

47. If you are not going to make an appointment, when is usually the best time to drop by a place of business to ask about any job openings?

    a. about mid-morning.
    b. during the lunch hour.
    c. first thing in the morning.
    d. right at quitting time.

63.01.03.03. (continued)

48. In order to determine when would be the best time to drop by and what would be an appropriate type of dress for your job interview, you should probably:

    a. call up and ask.
    b. scout the place of business.
    c. just go as you are and take a chance.
    d. contact the Better Business Bureau.

49. When being interviewed for a job, it is best to show an attitude which demonstrates confidence in your abilities but also:

    a. a determination to change things.
    b. a determination to do things your way.
    c. a certain unsureness and timidity.
    d. a willingness to learn new things and to adapt to new situations.

50. At the conclusion of your interview, you should be sure to express your interest in the job and:

    a. the fact that you are undoubtedly the best choice.
    b. your fear that you won't get it.
    c. the fact that you really need this job.
    d. to leave some way for the interviewer to contact you.

63.01.04.01.

51. You should ask about the dress code for a particular job during the job interview because:

    a. dress styles are changing so rapidly it is difficult to keep up.
    b. dress standards vary from employer to employer.
    c. there is no way to know what types of clothes are generally appropriate for different occupations.
    d. dress standards are a major indication of ability to do a job.

52. Plagiarism is:

    a. frowned on with regard to creative clothing.
    b. developing ideas for use by other people.
    c. a trait found in most original authors or designers.
    d. copying someone else's ideas and using them as your own.

63.01.04.01. (continued)

53. Your entire clothing appearance make:

   a. impressions on all the people around you.
   b. your personality.
   c. the signals you receive.
   d. the man or woman that you are.

54. The major consideration for determining appropriate dress is:

   a. the type of career you go into.
   b. what other people will think.
   c. the occasion.
   d. the expensiveness of the outfit.

55. Being well-dressed means:

   a. that your style of dress expresses your personality.
   b. that you must have an expensive, coordinated wardrobe.
   c. that you express your style of dress according to the situation you are in.
   d. you always dress the best that you can.

63.01.04.02.

56. Which factor is most important in prolonging the useful life of the garment?

   a. following the instructions for proper care of the garment.
   b. wearing the garment as little as possible so you don't wear it out.
   c. always washing clothes by hand.
   d. wearing the garment many times between washings because washing causes them to wear out sooner.

57. It makes good dollar sense to buy:

   a. faddish styles so that you can keep up with the current fashion.
   b. conservative styles that will stay in fashion.
   c. unique styles that express your non-conformist attitude.
   d. styles that are out-dated to show that you are not "sucked under" by fads.

58. Wise wardrobe buying is:

   a. impulsive.
   b. planned and budgeted for.
   c. expensive.
   d. planned according to personal tastes.

63.01.04.02. (continued)

59. The best buys when adding to your wardrobe are always:

    a. quality clothes at reasonable prices.
    b. sale items.
    c. expensive brand-name clothes.
    d. "hand-me-downs."

60. You can use accessories to stretch your wardrobe by:

    a. detracting interest from the garment.
    b. using different sets of accessories to change the look of a basic garment.
    c. making the outfit more durable.
    d. helping you to avoid impulse buying.

63.01.04.03.

61. Clothing design can create optical illusions which:

    a. have little effect on the way you look.
    b. hide figure flaws while highlighting good body features.
    c. are noticeable only from a distance.
    d. require professional understanding to interpret.

62. The first step in selecting clothes that will look good on you is to:

    a. determine your figure type, your good body features, and your figure problems.
    b. inventory your present wardrobe to see what styles you usually wear.
    c. observe what is in fashion for the current season.
    d. experiment with colors to see which are becoming to you.

63. A person that is medium height and weight is able to wear styles:

    a. that consist mainly of vertical lines.
    b. that consist mainly of horizontal lines.
    c. with both horizontal and vertical lines.
    d. without having to consider elements of design.

64. Horizontal lines in clothing:

    a. create up and down movement.
    b. give an impression of added width.
    c. make the figure look taller.
    d. are less common that vertical lines.

65. An example of vertical lines that add more width than height is:

    a. a double-breasted jacket.
    b. a long necklace.
    c. a wide belt.
    d. buttons up the front of a shirt.

63.01.05.01.

66. Environment refers to:

    a. the way our homes are arranged.
    b. some of the things around us.
    c. our total surroundings.
    d. the condition of the atmosphere.

67. How does the quality of the home life affect employability?

    a. an organized home life is a source of strength for the family.
    b. a good home life prevents delinquency.
    c. your home life may be investigated by your employer.
    d. your home life is a sign of maturity and responsibility.

68. The way you arrange your living space is a major indication of:

    a. previous arrangements which were dissatisfactory.
    b. the amount of money available for furnishings.
    c. traditional living styles.
    d. what activities are important to you.

69. A certain amount of space can be used to best advantage if:

    a. it has lots of storage area.
    b. it has one established purpose.
    c. it has more than one purpose.
    d. it can be expensively decorated.

70. To encourage more of a particular activity you should:

    a. schedule the activity carefully.
    b. rearrange your furniture.
    c. arrange the surroundings so that the activity is encouraged.
    d. ask others to remind you of the activity.

63.01.05.02.

71. A family plan or routine is needed so that:

    a. the family will be centered around the home.
    b. you can be secure following it.
    c. family members will know what to expect from each other.
    d. the children can be managed.

63.01.05.02. (continued)

72. A master plan works best when developed by:

    a. the head of the household, assigning members certain jobs to do.
    b. all of the family members having a say as to jobs and family routine.
    c. drawing names from a hat to decide who should do what.
    d. the homemaker, who has a better idea of what jobs need to be done.

73. An important consideration when setting up a work plan is:

    a. how you will spend your leisure time.
    b. exercise levels.
    c. short, frequent rest-stops.
    d. doing the things you like to do first.

74. Being time and motion conscious means:

    a. timing your motion to try to speed up the work.
    b. streamlining your work to save time and energy.
    c. lifting, stretching, stooping and bending.
    d. doing every job thoroughly, taking the most time you need.

75. In developing a family plan it is necessary to:

    a. adjust to each member's total desires.
    b. know how often the plan will need to be adjusted.
    c. know what things each person needs to get done and what times are most convenient.
    d. consult help outside the family.

63.01.05.03.

76. Why is it in your own best interests to maintain a clean and healthy home.

    a. taking pride in your accomplishments is the main benefit of a clean and healthy home.
    b. it is necessary to impress the neighbors or a boss.
    c. sickness, accidents and depreciation are the costly results of dirt and deterioration.
    d. all effects of depreciation can be reversed by careful cleaning and maintenance.

63.01.05.03. (continued)

77. Depreciation is:

    a. the increase in sale value due to careful maintenance and repair.
    b. usually undetectable due to inflation.
    c. a result of wasting too much time doing unrewarding tasks.
    d. the difference between the price you paid for an item and the amount that you could sell the item for.

78. A major cause of sickness and disease due to germs is:

    a. vast use of chemicals and medicines.
    b. babies putting things into their mouths.
    c. depreciation of possessions.
    d. unkept pets.

79. Improper care of possessions is costly because:

    a. depreciation results from inflation.
    b. major appliances must be replaced every year.
    c. deterioration caused decreased value.
    d. most consumers are careless of their possessions.

80. The necessity for occasional, gigantic efforts at good home management can be eliminated if:

    a. you have had alot of housekeeping experience.
    b. constant small measures are taken.
    c. you plan to do major chores after lengthy rest stops.
    d. available storage is adequately used.

COURSE POST TEST ANSWER KEY: HOME MANAGEMENT

Occupational Area: ____________________
File Code: 63.01.00.00.A2-2
Name: ____________________

ANSWERS

UNIT 01 LAP 01
1. D
2. A
3. B
4. D
5. B

LAP 02
6. C
7. D
8. D
9. D
10. D

LAP 03
11. D
12. C
13. D
14. D
15. D

LAP 04
16. D
17. B
18. A
19. A
20. C

UNIT 02 LAP 01
21. B
22. A
23. D
24. B
25. C

LAP 02
26. B
27. C
28. D
29. C
30. A

LAP 03
31. C
32. A
33. B
34. C
35. B

UNIT 03 LAP 01
36. A
37. B
38. B
39. D
40. D

LAP 02
41. C
42. D
43. D
44. A
45. B

LAP 03
46. C
47. A
48 B
49. D
50. D

UNIT 04 LAP 01
51. B
52. D
53. A
54. C
55 C

LAP 02
56. A
57. B
58 B
59. A
60 B

COURSE POST TEST ANSWER KEY: HOME MANAGEMENT

Occupational Area: __________
File Code: 63.01.00.00.A2-2
Name: __________

ANSWERS

UNIT 04 LAP 03	61.	B
	62.	A
	63.	C
	64.	B
	65.	A
UNIT 05 LAP 01	66.	C
	67.	A
	68.	D
	69.	C
	70.	C
LAP 02	71.	C
	72.	B
	73.	C
	74.	B
	75.	C
LAP 03	76.	C
	77.	D
	78.	D
	79.	C
	80.	B